

Literature Link



Condensed from “Stonehenge, Salisbury, England, United Kingdom” in *The Seven Wonders of the World* by Ron Tagliapietra

“What mean ye by these stones?” (Josh. 4:6) asked children in Israel when they saw twelve huge stones by the Jordan. The older men of Israel explained that they had set up the stones as a monument to the time when God parted the waters and brought Israel across the Jordan River on dry ground.

Another pile of stones stands on the Salisbury Plain ten miles from the train station at Salisbury in the county of Wiltshire, England. No elderly men remain, however, to tell modern children why people erected these stones. *Henge* refers to a collection of stones standing upright or placed as a bridge across standing stones. Thus, the Saxons called this place *Stonehenge*.

The large standing stone slabs, over thirteen feet high and weighing twenty-six tons each, formed a circle, but now some of them have fallen down. Several of the crosspieces or lintels still bridge adjacent slabs. Inside this circle, a horseshoe shape of stones faces northeast. The horseshoe consists of the largest stones—up to twenty-four feet high and weighing up to forty-five tons. A circular ditch, three hundred eleven feet across (more than a football field), encloses the whole structure. A large “heelstone” stands outside the ditch.

In the Middle Ages, people called the place Giant’s Dance because they thought that a race of giants had built it. Modern archaeologists have shown that the ruins date from between 1800 and 1400 B.C. In 1963 Professor Hawkins showed that

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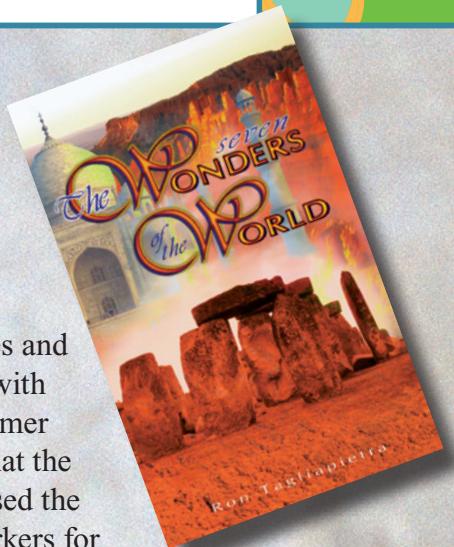
the horseshoe of stones and the heelstone line up with the sunrise at the summer solstice. He showed that the builders could have used the circle of stones as markers for astronomical observations in order to calculate the eclipses and phases of the moon. Although some people think that Stonehenge was used for occult and astrological rites, it could simply have been used for determining when to plant and harvest crops.

Several other aspects of Stonehenge are also intriguing and provoke many more speculations.

The builders used a type of stone called bluestone. The closest quarry for bluestone is two hundred miles away in the Prescelly Mountains of Wales. How could people of that era obtain and transport the heavy slabs over such long distances and then erect them? No one knows for

sure, but some theorize that the builders used rafts on rivers and rollers on land, and that they raised the huge stones with ropes, levers, and wood scaffolding.

The British Isles contain other circular stone ruins, including Avebury near Stonehenge, Newgrange in Ireland, and others as far as the Shetland Islands. However, Stonehenge is unquestionably the most famous of them all. Some say it is the pinnacle of achievement of the vanished culture.



Chapter 8

Writing a Research Report

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	163	138			<i>research report outline bibliography paraphrase plagiarism subpoints supporting details outline topic sentence Writing Process planning drafting revising proofreading publishing</i>	<ul style="list-style-type: none"> Identify the content of a research report Evaluate a student model of a research report Identify steps in writing a research report
71	Research Report About a Place	166–67, S22	139–40				<ul style="list-style-type: none"> Choose a topic for a research report Analyze notes taken from an online source Distinguish between paraphrasing and plagiarizing Prepare note cards for research Take notes from nonfiction sources Analyze a student model of transferring notes to an outline Recognize the levels of an outline Write an outline, using details from note cards
72	Research Report: Taking Notes	168–69, S23–S24	141–42		<ul style="list-style-type: none"> Ten 4" × 6" lined index cards for each student Nonfiction books about each student's topic Encyclopedias Magazine or newspaper articles about the topic (optional) CD-ROMs about the topic (optional) Rubber band and resealable plastic bag for each student (optional) 		<ul style="list-style-type: none"> Analyze the student model excerpt from the first draft of a research report Draft, revise, proofread, and publish a research report Analyze a revised draft Participate in a writing conference Identify the purpose of a bibliography Identify the format for recording books, encyclopedias, magazine articles, online sources, and CD-ROMs in a bibliography Write a bibliography, using source information
73	Research Report: Writing an Outline	170–71	143–44				
74	Research Report: Drafting	172–73	145				
75	Research Report: Revising	174–75	146–47				
76	Research Report: Proofreading	176–77	148–49				
77	Research Report: Bibliography	178–79, S23–S24	150				
78	Research Report: Publishing	180–81			<ul style="list-style-type: none"> Materials for publishing Samples of published literature about places 		
79	Chapter 8 Review	182–83, S25–S26	151–52	47–48			
80	Cumulative Review	184–85	153–54				

Learning CENTER

Finding the Main Ideas

Materials: paper, pencils, pictures of Pearl Harbor, Hawaii; Gold Rush in California; the Alamo, Texas; and the Boston Tea Party, Massachusetts, from books, magazines, encyclopedias, CD-ROMs, or the Internet

Student Directions:

- Choose a place you would like to write about.
- Decide the main ideas that you will include.
- List the things that you already know about this place.
- List things that you would like to find out about this place.
- Use a variety of sources to find information.

Learning CENTER

Paraphrasing Notes

Materials: paper, pencils, newspaper articles

Preparation: Select several interesting newspaper articles that are a few paragraphs in length. Try to include a variety of topics: health, sports, human-interest stories, school issues, government, and so on. Cut out the articles and glue them onto separate sheets of construction paper. Include a title for each article.

Student Directions:

- Read one of the newspaper articles that are provided.
- Find the main idea and important facts in each paragraph.
- Rewrite the paragraph using your own words and ideas to say the same thing. Be sure to include the main idea and important facts. Remember that copying another author's exact words without giving him credit is plagiarism.

Writing Process	Points
Planning: completed note cards; made an outline	
Drafting: wrote the first draft	
Revising: improved the first draft	
Proofreading: marked mistakes and corrected them	
Publishing: prepared the final draft and shared it with others	
Writing Process Total	

Content & Format	Points
Has a title	
Has an introduction that leads into the report	
Gives details in each paragraph that tell about the main idea	
Gives just enough detail about each main point—not too much or too little	
Uses sentences of various lengths	
Includes only facts and not opinions	
Has a conclusion that sums up the report	
Includes a correctly written bibliography	
Content & Format Total	

Mechanics	Points
Uses punctuation correctly	
Uses capital letters correctly	
Uses correct grammar	
Spells words correctly	
Mechanics Total	
Total Score = Writing Process + Content & Format + Mechanics	

Add the following words to your personal spelling list:

Comments:

 **Scoring Key**

- | |
|--|
| 3 points complete and correct
2 points complete and partially correct
1 point partially complete and partially correct
0 points not attempted or unacceptable |
|--|

Objectives

- Identify the content of a research report
- Evaluate a student model of a research report
- Identify steps in writing a research report
- Choose a topic for a research report

Materials

- Writing folder for each student (See pages xix–xx for suggestions.)
- Copy of Supplement page S22, "Famous Places," for each student

Note

This interactive lesson incorporates Worktext pages 139–40 into the Teach for Understanding section.

At the end of this lesson, you may want to take the students to the school library to locate nonfiction books about their topics.

Literature Link

Discuss specific details from the Literature Link. Read aloud the article about Stonehenge on Worktext page 138, directing the students to notice specific details that the writer included about this place. Point out that the writer gave a description of the place as it is now and explained why it is an important historical site.

- Why is Stonehenge important? (*It is an amazing achievement because no one is sure how the huge stones could have been transported and set up during the era in which it was built.*)
- What specific details did the author include to help you see this place in your mind? (*height and weight of the stones, a description of how they are arranged, their age, the type of stone they are, what the place might have been used for*)

Teach for Understanding

- Identify the content of a research report.
- What is the difference between a fact and an opinion? (*A fact is something that is true for everyone, and an opinion is something that you think or feel.*)
- Read aloud the opening paragraph at the top of Worktext page 139.

Research Report About a Place

Name _____



A **research report** gives facts about a topic. Unlike an editorial, a research report does not give the writer's opinion. It makes only statements that can be checked in a source of information such as an encyclopedia, an article in a periodical, or a nonfiction book.

Some research reports tell about people. Others tell about places. Christopher wrote a research report about Gettysburg National Military Park in Pennsylvania. Notice what Christopher included in each paragraph of his report.

Gettysburg National Military Park

If you were to visit Gettysburg, Pennsylvania, you would be able to see many historical sites. One of these is the Gettysburg National Military Park. The park simply looks like a beautiful place with rolling hills and valleys, trees, and monuments. But it actually marks the spot where thousands and thousands of Americans lost their lives.

Gettysburg was the site of the largest battle of the Civil War. In July of 1863, General Robert E. Lee was commanding the Southern troops. The Northern army, under the command of General George Gordon Meade, met Lee's army near the town of Gettysburg. The fighting lasted for three days. It finally ended with Pickett's Charge. The Southern general George E. Pickett led about 15,000 men over Cemetery Ridge, and the Northern soldiers opened fire and drove them back. Although the North won the battle, more than 45,000 men from both sides were killed, wounded, or captured.

On November 19, 1863, President Abraham Lincoln gave a famous speech at the Gettysburg battlefield. In his speech, Lincoln talked about the founding fathers, who were dedicated to the freedom of all people. His speech honored the men who gave their lives, and it encouraged others to love freedom as much as they did. The Gettysburg Address, which lasted only about two minutes, has become one of the most memorable speeches in history.

Today the Gettysburg National Military Park keeps the memory of the Battle of Gettysburg alive. The park has over 1,400 monuments and memorials to the battle that was fought there. Part of the park has been set aside as a cemetery for soldiers who died in the Civil War and other wars. Visitors can see the graves, read the memorials, and walk or drive through the peaceful park. They can also visit a museum and see artifacts, weapons, and uniforms from the Civil War.

Gettysburg National Military Park is dedicated to preserving the memory of an important part of our American history. A visit to the park can make us more thankful for the freedom God has given us in this country.

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English 6, Chapter 8, Lesson 71

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- Where can we look to find facts to include in a research report? (*in sources such as encyclopedias, periodicals, non-fiction books, CD-ROMs*)
- Explain that the Internet is another possible source to use for finding information. However, caution the students that because anyone may easily post information on the Internet, some of the information found there has not been well researched and is not reliable.
- Evaluate a student model of a research report, noting its parts.
- Read aloud Christopher's report about Gettysburg on Worktext page 139. Encourage the students to notice what information is included in each paragraph of the report.
- How many paragraphs are in Christopher's report? (*five*)
- Point out that the first paragraph is the introduction to the report.
- What is the introduction about? (*the appearance of the park and the event that happened there*)
- What are the next two paragraphs of the report about? (*the historical events that happened in the location of the park: The second paragraph describes the battle, and the third paragraph tells about Lincoln's famous speech at Gettysburg after the battle.*)

Point out that Christopher included specific facts about the events, such as dates, the names of generals, the number of soldiers who died, and the content and duration of Lincoln's speech.

Like Christopher's research report, your research report will be about a place that has historical importance. Your research report should be about a place that you already know something about but would like to learn more about. Look at the list of famous places that your teacher gives

you. Are there any that you have already visited? Are there any that you would like to visit or learn more about? Once you have chosen your topic, you can begin gathering information for your report.

Steps for Writing a Good Research Report

Planning

- Choose your topic.
- Decide the main ideas that you will write about.
- Read and take notes about your main ideas from books, magazine articles, encyclopedias, the Internet, and other sources.
- Organize your information by writing an outline.

Drafting

- Write the first draft of your report from the outline.

Revising

- Revise your report.

Proofreading

- Proofread your report.

Publishing

- Make a bibliography of all the sources you used in your report.
- Publish your report.



- Choose the place you will report about. Make a list of things you already know about this place. Make another list of things you would like to find out.

I would like to write a report about _____

What I Already Know

What I Would Like to Know

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English 6, Chapter 8, Lesson 7I

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- What does the fourth paragraph tell? (*what the park is like today and what visitors can see and do there*)
3. Point out that the fifth paragraph is the conclusion of the report.
- Which main idea from the introduction is stated in a different way in this paragraph? (*The park's purpose is to preserve our memories of the Battle of Gettysburg*.)

Point out that the fifth paragraph also makes a concluding statement that gives a finished feeling to the report: "A visit to the park can make us more thankful for the freedom God has given us in this country" [BAT: 7c Praise].

C Identify the steps in writing a research report.

1. Read and discuss the information at the top of Worktext page 140.

ESL

Assist ESL students in locating one or two places of historical significance in their home countries. Encyclopedias and the Internet are good sources that will indicate whether the location will have enough information for the student to use in a report. Some ESL students may need assistance completing the chart on the Worktext page.



Transparency Master page S57

Lesson 7I

► Rewrite the phrase using a singular possessive noun.
1. the ramparts of the castle *the castle's ramparts*

► Write whether the sentence is simple, compound, or complex.
2. A crossbow is a more powerful weapon, but a longbow can be fired more quickly. *compound*

► Write the correct abbreviation for the underlined word.
3. 16 miligrams *mg*

► Write the word that makes sense.
4. arrow : sharp sandpaper : _____ (wood, rough, work) *rough*

► Write the sentence with correct ending punctuation.
Use the code to label the sentence.
5. Did you see this suit of armor?

Did you see this suit of armor? Int.

CODE
Dec. = Declarative
Int. = Interrogative
Imp. = Imperative
Exc. = Exclamatory

Objectives

- Analyze notes taken from an online source
- Distinguish between paraphrasing and plagiarizing
- Prepare note cards for research
- Take notes from nonfiction sources

Materials

- Copy of Supplement pages S23–S24, "Research Sources," and "Additional Research Sources," for each student
- Ten 4" × 6" lined index cards for each student
- Informational nonfiction books about each student's topic
- Encyclopedias
- Magazine or newspaper articles about the topic (optional)
- CD-ROMs about the topic (optional)
- Internet access for each student (optional)
- Rubber band for each student's note cards (optional)
- Resealable plastic bag for each student (optional)

Note

Locating information, reading, and note-taking will take more than one class period. You may want students to do additional work on the report during Heritage Studies time. Students could also work on the report as a seatwork assignment.

This interactive lesson incorporates Worktext pages 141–42 into the Teach for Understanding section.

Introduction

Discuss evaluating sources for note-taking.

- How do you know whether a source is giving reliable information about your topic? (*Answers will vary.*)

Point out that modern sources often have the most current information. Names and features of places may change over time, so it is best to look for sources with recent dates of publication. Sources published by well-known organizations that have been established for a number of years are also usually reliable. Tell the students that they should check for information about the author. Many nonfiction books include a note about the author on the back cover or on the inside flap of the book jacket. The following questions are good to ask about the author:

**Research Report:
Taking Notes**

Name _____



- Location** of the place (What area of the country or world is it in? What are its physical features?)
- Historical event(s)** that happened at the place (Why is that event significant in history?)
- Present condition** of the place (What is it like today? Are there any memorials or museums in honor of the event?)



Here is some information about Lincoln's Gettysburg Address that Christopher found on the Internet.

Notice that Christopher did not write complete sentences on his note cards. He wrote just words or phrases that would help him remember later what the source said.

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INTRODUCTION TO THE GETTYSBURG ADDRESS
http://www.gettysburgfacts.com

Introduction to the Gettysburg Address

On November 19, 1863, four months after the famous Battle of Gettysburg, the citizens of the town held a special ceremony on the battlefield. They had collected money from various Northern states to buy the land where the battle had been fought and to convert the site to a national cemetery. They invited President Abraham Lincoln to come to the dedication ceremony and make some remarks following an address by the main speaker, Edward Everett. The President was still putting the finishing touches on his speech the evening before delivering it.

Everett spoke for two hours to the crowd; Lincoln spoke for only two minutes. But in those two minutes, he gave one of the greatest and most eloquent orations on freedom of all time.

[Click here for the text of Lincoln's Gettysburg Address.](#)

Historical event: Gettysburg Address

1. *"all men created equal"*
2. *Civil War tests endurance*
3. *men who died consecrated ground*
4. *dedicate ourselves to have "new birth of freedom"*

<http://www.gettysburgfacts.com>

English 6, Chapter 8, Lesson 72

Historical event: Gettysburg Address

1. *November 19, 1863*
2. *ceremony to dedicate battlefield*
3. *President Abraham Lincoln gave speech*
4. *only two minutes long*

<http://www.gettysburgfacts.com>

headings at the top of each card. (**Note:** The students do not need to have a full paragraph in the body of the report about each idea. They may choose to include the location in the introduction, or they may want to devote two paragraphs to one main idea.)

2. Direct attention to the Internet article.
- How would you locate information about your topic on the Internet? (*Possible answer: type the name of the topic into a search engine and then consult some of the websites it locates*)
3. Direct attention to Christopher's note cards.
- Did Christopher write down every detail in the article? Explain. (*No; He wrote*

Teach for Understanding

A Analyze notes taken from an online source.

1. Read aloud the three items in the box at the top of Worktext page 141. Explain that these are the main ideas that each student should focus on as he researches his topic. He will include each of these ideas in his report. He will also organize his note cards by writing one of these

Here are some tips to remember as you take notes for your research report.

Note-Taking Tips

- At the top of your note card, write the main idea that the information in the source tells about.
- At the bottom of your card, write the title and page number, the Internet address, or another identifying feature of the source that will remind you where you found the information.
- You do not need to take notes in complete sentences. Write down only words or phrases that will help you remember what the source said.
- While taking notes, try to **paraphrase**, or write in your own words, what the source said. If you use the exact words that the source used, put those words in quotation marks. Copying another author's exact words without giving him credit is called **plagiarism**.

You will need to use at least four sources of information for your report. Make sure that you fill out all the information about each source that you use on the paper your teacher gives you. You will need this information for your bibliography.

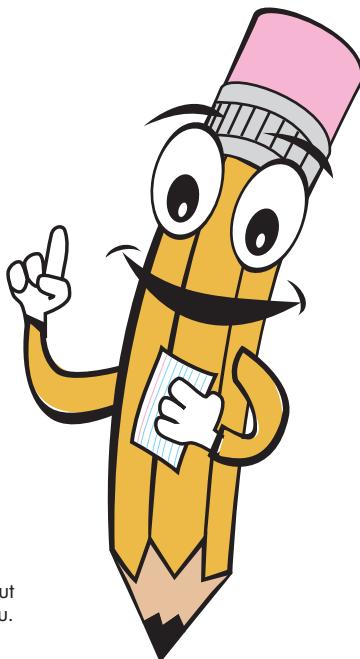
► **Read the encyclopedia source information in the box. Fill in the circle next to the sentence that *paraphrases* rather than *plagiarizes*.**

- Which sentence is a paraphrase?
 Vanuatu is an island country in the South Pacific Ocean, northeast of Australia.
 Vanuatu, an island country off the coast of Australia, is made up of eighty islands.
- Which sentence is a paraphrase?
 In 1980, Vanuatu gained its independence from France and Great Britain.
 Vanuatu became an independent republic in 1980.
- Which sentence is a paraphrase?
 Pidgin English is the most widely used language there.
 Most of the nationals there speak Pidgin English.

► **Begin locating and reading information about your topic. As you read, take notes on separate note cards, remembering to record the title and page number, the Internet address, or another identifying feature of the source on each card.**

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Vanuatu (vā' nōo ā' tōō) An island country in the South Pacific Ocean, northeast of the Australian coast. Vanuatu consists of eighty islands in a Y-shape that extends approximately five hundred miles from north to south. Many islands are mountainous, and some have active volcanoes. Formerly governed by France and Great Britain and called the New Hebrides, Vanuatu became an independent republic in 1980. With a population around 200,000, more than 95 percent of Vanuatu's people are Melanesians. Pidgin English is the most widely used language among the nationals. The foremost religion in Vanuatu is Christianity, though local religions are also popularly practiced. The primary industry in the islands is agriculture.

Teach for Understanding—Continued

C Prepare note cards for research.

- Direct attention to the three main ideas on Worktext page 141. Instruct each student to label two index cards "Location," four cards "Historical Event," and four cards "Present Condition." Explain that details for only one main idea and from one source should be recorded on a card. Tell the students that they may use additional cards if necessary.
- Give each student a copy of Supplement page S23, "Research Sources," and Supplement page S24, "Additional Sources," directing him to mark whether each source is a book, an encyclopedia or dictionary, a magazine or newspaper article, or an online source. Then instruct him to fill in the blanks with the correct information so that he can refer to this sheet when he is ready to write the bibliography.

D Take notes from nonfiction sources.

- Direct each student to begin locating information for the main ideas on his note cards.
- Point out that each student may need to make more than two note cards for each main idea. Provide rubber bands and resealable plastic bags (optional) for students to keep their note cards together for the remainder of the writing project.

ESL

Many ESL students will not be able to take notes independently. Some students will need the information read aloud to them. Others may be able to decode most of the words but lack comprehension skills to work independently. These students will need the assistance of the teacher or a peer helper. You may decide to shorten the assignment by requiring fewer paragraphs or details.



Transparency Master page S57

Lesson 72

- Write the sentence with correct capitalization.
1. we were visiting a national park in arizona.
We were visiting a national park in Arizona.
- Write the sentence. Underline the simple subject once. Circle the simple predicate.
2. My friend found a piece of petrified wood.
My friend *found* *a piece of petrified wood.*
- Combine the sentences using an opposite phrase.
3. Petrified wood was formed long ago. Petrified wood is a type of fossil.
Petrified wood, a type of fossil, was formed long ago.
- Write A if the underlined verb is an action verb.
Write L if it is a linking verb.
4. It felt hard and smooth.
L
- Write the direct object from the sentence.
5. We showed our fossil to a ranger.
fossil

Objectives

- Analyze a student model of transferring notes to an outline
- Recognize the levels of an outline
- Write an outline, using details from note cards

Materials

- Each student's completed note cards

Note

This interactive lesson incorporates Worktext pages 143–44 into the Teach for Understanding section.

Introduction

Prepare for the outline in the planning stage. Instruct the students to have their note cards available.

- Which part of the planning stage for a research report have we already completed? (*researching and taking notes*)
- What is the next part of the planning stage? (*organizing the notes into an outline*)

Tell each student that he will be using the information he has gathered on his note cards to write an outline for his research report. Direct each student to spread out all his note cards on his desk. Then instruct him to group cards with the same headings together so that he can easily see what details he has for each main idea.

Teach for Understanding

A Analyze the student model of transferring notes to an outline.

- Read and discuss Worktext page 143. After reading aloud the portion of Christopher's outline, point out the places on the note cards where Christopher got each of his subpoints (A–D). Sometimes (as with subpoints C and D), Christopher's subpoints drew together ideas from several different cards. The subpoint is a summary with specific information listed below it.

► How many paragraphs will Christopher use to tell about these ideas? (one)

Explain that each main point on the outline represents one paragraph in the research report.

- Point out that Christopher did not include all the details from his cards in

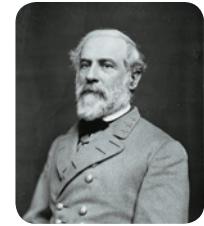
**Research Report:
Writing an Outline**

Name _____



When Christopher finished reading and taking notes about Gettysburg, he organized his information into an outline. An **outline** is a way to organize your ideas under main points before you write. As Christopher looked over his note

cards, he noticed that he had two historical events to write about—the Battle of Gettysburg and the Gettysburg Address. Since he had several note cards about each event, he decided to tell about the two events in separate paragraphs.

**Historical event: Battle of Gettysburg**

Pickett's Charge—ended battle

- about 15,000 men
- came up over Cemetery Ridge
- Northern soldiers fired and drove Pickett's men back for victory.

Heroes of the Civil War, page 57**Historical event: Battle of Gettysburg**

- largest battle of the Civil War
- July 1–3, 1863—lasted 3 days
- South—Robert E. Lee
- North—George Gordon Meade
- more than 7,000 men died
- more than 45,000 casualties

Newton Encyclopedia, vol. 3, page 108**Historical event: Battle of Gettysburg**

- Two sides met accidentally at town of Gettysburg, PA.
- Southern forces took the town.
- Northern troops had advantage of high ground.

Heroes of the Civil War, page 56

Christopher combined the ideas on all three of these note cards into one main point on his outline—the Battle of Gettysburg. Below is the part of his outline that deals with this event.

- Historical event—Battle of Gettysburg
 - Largest battle of the Civil War, July 1863
 - Generals
 - South—Robert E. Lee
 - North—George Gordon Meade
 - Battle's events
 - The two sides met near Gettysburg.
 - The fighting lasted three days.
 - The battle ended with Pickett's Charge.
 - Results
 - North's victory
 - More than 45,000 casualties

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his outline. He included only the ones that he thought were most important.

B Guide the students in recognizing the levels of an outline.

- Direct attention to Christopher's outline on Worktext page 144.
- Which points on the outline represent the different paragraphs in Christopher's research report? (*the main points, listed by Roman numerals*)
- How many paragraphs has Christopher planned to include in his report? (*five*)
- Direct attention to the subpoints on the outline, listed by capital letters. Explain that these are the key details that will go in each paragraph of the report. Point out that each

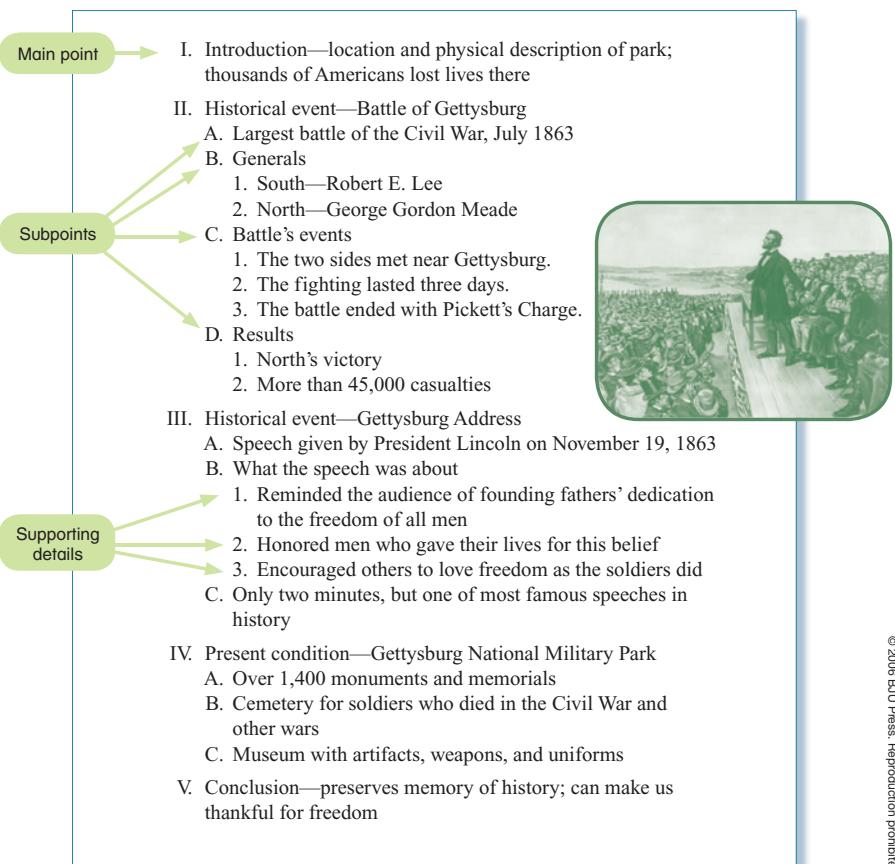
main point, except for the introduction and the conclusion, has at least three subpoints.

- Direct attention to the supporting details, listed by Arabic numerals beneath the subpoints.
- What is the function of the supporting details in the paragraph? (*to give more detail about each subpoint*)
- Does every subpoint have supporting details? (*no*)

Explain that Christopher included supporting details *only* when he felt that a subpoint needed to be explained further.

- Direct attention to points I and V on Christopher's outline. Point out that they do not have subpoints listed beneath them. Explain that

Here is Christopher's complete outline for his report about the Gettysburg National Military Park. Notice that he planned an introduction and a conclusion as two of the main points in his outline.



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- Write an outline to organize information from your note cards before writing your research report. Remember that you might not use all the details from your note cards, or you might want to combine some of your main ideas into one paragraph. Your outline will have an introduction, a conclusion, and at least three main points in the body of the report. Each main point in the body should be supported by at least three subpoints. The subpoints may also have supporting details.

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the introduction and conclusion will be shorter paragraphs. Their purpose is to open and close the main part of the report.

c Guide in using details from note cards to write outlines for the reports.

1. Read and explain the directions for writing the outline at the bottom of Worktext page 144. Direct the students to work on one Roman numeral at a time on the outline.
2. Remind the students that each Roman numeral should have at least three lettered subpoints listed beneath it. Some of the subpoints should have supporting details, but not every subpoint has to have supporting details.

- Do you need to keep your note cards after you have written your outline? Explain. (*yes; It is possible that you will need to refer to them to add more details during the revising stage. You will also need the source information to write your bibliography.*)

(*Note:* If the students do not complete their outlines during class, you may want them to work on them as seatwork or to complete them the following day.)

ESL

ESL students will need assistance transferring notes to outline form. Allow these students to work with an English-proficient peer or in small groups with the teacher.



Transparency Master page S58

Lesson 73

- Write the sentence. Underline the compound subject or predicate. Circle the conjunction.
1. Julie or I will bring pumpkin bread.
Julie or I will bring pumpkin bread.
- Write the correct abbreviation for the underlined word.
2. 2 pound package lb.
2 pound package lb.
- Rewrite the phrase using a plural possessive noun.
3. the ingredients of both recipes both recipes' ingredients
- Write PA if the underlined word is a predicate adjective. Write PIN if it is a predicate noun.
4. The third ingredient is flour PA.
The third ingredient is flour PA.
- Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.
5. I gave Julie the measuring cup for the flour.
*S V IO DO
I gave Julie the measuring cup (for the flour).*

Objectives

- Analyze the student model excerpt from the first draft of a research report
- Draft a research report

Materials

- Each student's completed outline

Note

This interactive lesson incorporates Worktext page 145 into the Teach for Understanding section.

Introduction

Guide in evaluating students' outlines. Direct each student to look over his completed outline and ask himself these questions:

- Do I have at least three subpoints for each main point (except the introduction and the conclusion)?
- Are there any subpoints that need more supporting details?
- Do any of my main points have more than five subpoints? If so, could I leave out or combine some of my subpoints?

Teach for Understanding

A Analyze the student model.

- Remind the students that when writing the rough drafts of their reports from their outlines, they do not need to worry about making mistakes. They can fix mistakes later during the revising and proofreading stages.
- Direct attention to Christopher's outline and first draft of one of his paragraphs on Worktext page 145.
- Why is Christopher's opening sentence a good topic sentence? (*It tells the main idea that the paragraph is about.*)
- Does Christopher's paragraph include all of the subpoints and supporting details from his outline? (*yes*)
- Why did he leave a blank line between each line of writing as he drafted? (*to leave room for making revising and proofreading changes later*)

B Guide each student in drafting a research report.

- Read aloud the directions at the bottom of Worktext page 145. Direct each stu-

Research Report: Drafting

Name _____



Christopher used his outline to draft each paragraph of his report. Here are two paragraphs that he wrote from his outline in the first draft of his report. Notice that he wrote a topic sentence for

- II. Historical event—Battle of Gettysburg
 - A. Largest battle of the Civil War, July 1863
 - B. Generals
 - 1. South—Robert E. Lee
 - 2. North—George Gordon Meade
 - C. Battle's events
 - 1. The two sides met near Gettysburg.
 - 2. The fighting lasted three days.
 - 3. The battle ended with Pickett's Charge.
 - D. Results
 - 1. North's victory
 - 2. More than 45,000 casualties

**Topic sentence**

Gettysburg was the site of the largest battle of the civil war. In July of 1863 General Robert E. Lee was commanding the Southern troops. General George Gordon Meade was commanding the Northern army. They met Lee's army near the Town of Gettysburg. The fighting lasted for three days. It finally ended with Pickett's Charge. Pickett's Charge probably wasn't the best move for the South. Although the north had won the battle, there were more than 45,000 casualties on both sides.

- Use your outline to write the first draft of your research report on your own paper. Write a topic sentence for each paragraph that tells the main idea of that paragraph. Use the details from your outline to write sentences that tell about the main idea.

English 6, Chapter 8, Lesson 74

145

- dent to have his outline and several sheets of blank paper available.
- Tell each student that he might find it easier to draft the paragraphs in the body, or main part, of his report before drafting the introduction and the conclusion. (**Note:** If the students choose to write the body paragraphs first, direct them to leave a few lines at the top of their papers on which to draft the introduction.)
- Remind the students that the first sentence of each paragraph in the body (which does not include the introduction and the conclusion) is the topic sentence and should tell the reader what the paragraph is about.
- Allow time in class for each student to draft his report. Remind him to leave a blank line after each line of writing. (**Note:** Students may not be able to complete the drafting of their reports during class. You may want to assign the writing as seat-work, or you may want to spend an additional day writing the first draft during class.)
- Direct each student to think of a title for his report.
- Remind each student to save his draft to work with in the next lesson.

ESL

ESL students may need assistance in writing the first draft. Some students may need to dictate the information to the teacher. ESL students who are more independent should be monitored frequently for understanding.



Transparency Master page S58

Lesson 74

- Write the sentence. Underline the dependent clause.
Circle the subordinating conjunction in the clause.
1. After we finish soccer practice, we will stop by the auto shop.
(After) we finish soccer practice, we will stop by the auto shop.
- Combine the sentences using an appositive phrase.
2. Cole is my cousin. Cole works at Nate's Auto.
Cole, my cousin, works at Nate's Auto.
- Write A if the underlined verb is an action verb.
Write L if it is a linking verb.
3. That old car looks new. **L**
- Write the direct object from the sentence.
4. He will check the engine. **engine**
- Write the helping verb and the main verb from the sentence.
5. He is filling the tires with air. **is filling**

Objectives

- Analyze a revised draft
- Participate in a writing conference
- Revise the first draft

Materials

- Each student's first draft of the research report
- Each student's note cards and outline

Note

This interactive lesson incorporates Worktext pages 146–47 into the Teach for Understanding section.

Introduction

Discuss the value of a writing conference.

- What is the purpose of a writing conference? (*Two people can share their writing and help each other think of ways to improve the writing.*)
- If you see something that could be improved in your partner's writing, what is the most helpful thing to do? (*Point out the problem to him in a kind way; offer a suggestion for making it better.*) [BAT: 5a Kindness]
- If someone points out a problem in your own writing, what is the best way to respond? (*Thank the person and seriously consider his suggestion.*) [BAT: 7e Humility]

Teach for Understanding

A Discuss the revision of the student model.

1. Read aloud the top of Worktext page 146. Discuss each of the changes Christopher made to his report after talking to Gretchen.
- Why did Christopher combine two of his sentences? (*He had several short sentences in a row, and he needed variety in his sentence length.*)

Point out that Christopher turned two sentences into one longer sentence with added prepositional phrases: "The Northern army, under the command of General George Gordon Meade, met Lee's army near the town of Gettysburg."

2. Point out the sentence that Christopher deleted: "Pickett's Charge probably wasn't the best move for the South."
- Why did he delete that sentence? (*It was telling his opinion rather than giving a fact.*)

**Research Report: Revising**

Name _____

After Christopher finished drafting his report, he shared it with his classmate Gretchen. Gretchen thought that the Gettysburg National Military Park would be an interesting place to visit. She asked Christopher some questions about his report. "Could you tell me more about Pickett's Charge? I didn't understand what that was." Gretchen also

wasn't sure what the word *casualties* meant. "Is that the number of people who died?" she asked. Christopher decided he would make those things clearer by adding some more details. Here are the three middle paragraphs from Christopher's report with the revisions marked on them.

Christopher combined two sentences to add variety.

He deleted a sentence that gave his opinion. Then he went back to his note cards and found more information to add.

He changed the wording to make his meaning clearer.

He deleted a sentence that got too far away from the main point of the paragraph.

Gettysburg was the site of the largest battle of the civil war. In July of 1863 General Robert E. Lee was commanding the Southern troops. General George under the command of General George Gordon Meade, Gordon Meade was commanding the Northern army. They met Lee's army near the Town of Gettysburg.

The fighting lasted for three days. It finally ended with The Southern general George E Pickett led 15,000 men over Cemetery Pickett's Charge. Pickett's Charge probably wasn't the best move for the South. Although the north had won the men from both sides were killed, wounded, or captured. battle, there were more than 45,000 casualties on both sides.

On November 19 1863, President Abraham Lincoln gave a famous speech at the Gettysburg battlefield. In his speech, Lincoln talked about the founding fathers, who were dedicated to the freedom of all people. Many of the founding fathers had fought in the Revolutionary war. His speech honored the men who gave their lives. And it encouraged others to love freedom as much as they did.

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English 6, Chapter 8, Lesson 75

B Conduct writing conferences.

1. Read aloud the *Revising Checklist* at the bottom of Worktext page 147. Explain that each student should think about the items on the list as he reads his own report and as he listens to his partner's report.
2. Encourage the students to use these sentence openers when pointing out problems in someone else's report:
 - "I really liked ____, but . . ."
 - "Could you tell me more about . . .?"
 - "I had a question about . . ."
 - "It might be clearer to say . . ."
3. Pair each student with a partner. Tell each student to read aloud his research report to his partner and to use the *Revising Checklist* as he looks

Research Report: Revising

Name _____



Since he had already called the speech famous, Christopher used a different word here.

The Gettysburg Address, which lasted only about two minutes, has become one of the most ~~famous~~ memorable speeches in history.

Christopher added more details about what visitors can see and do at the park.

Today the Gettysburg National Military Park keeps the memory of the Battle of Gettysburg alive. The park has over 1,400 monuments and memorials to the battle that was fought there. Part of the park has been set aside as a cemetery for soldiers who died in the civil war and ~~see the graves, read the memorials, and walk or drive through~~ other wars. Visitors can ~~do many things at~~ the peaceful artifacts, weapons, and uniforms park. They can also visit a museum and see ~~stuff~~ from the civil war.

- Revise your research report. If you need to add more details, take time to look through your note cards and read your outline again. Use proofreading marks to indicate your revisions.

Revising Checklist

- 1. My research report has an introduction that leads into the report.
- 2. Each paragraph covers a main point on my outline.
- 3. The sentences in each paragraph tell about the main point.
- 4. My report gives just enough detail about each main point—not too much or too little.
- 5. I used sentences of various lengths in my report.
- 6. I did not include any of my opinions about my topic in my report.
- 7. My report has a conclusion that sums up the report.

English 6, Chapter 8, Lesson 75

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for changes that need to be made in his partner's report. Allow time for each set of partners to discuss their ideas with each other. (**Note:** The conferences can also be with small groups or with the whole class meeting with you. Allow each student to read his report aloud; then you and the group of students give suggestions for improvement. If you are unable to do this before the next English lesson, you may want to teach about the bibliography [Lesson 77] before having the students proofread their reports [Lesson 76].)

- c** Guide each student in revising his research report.
1. Briefly review the proofreading marks.

Teach for Understanding—Continued

report, students can use the revised copy to proofread in Lesson 76. If many changes are made to a particular paragraph, students may want to make a new copy of that paragraph.)

ESL

ESL students will benefit more from individual or small-group conferences with the teacher than from peer conferences. These students may have difficulty providing understandable, useful feedback to other students because they cannot locate the mistakes in English. The goal is to gradually train these students to be involved in peer conferences. Begin by having students locate mistakes in their own papers. ESL students should sit in on conferences between English-speaking students. Provide them with a short checklist of questions to ask when they begin participating in peer conferences. Remember that it will take a lot longer for ESL students to learn and feel comfortable in a peer conference situation. Assist ESL students in using the proofreading marks.

2. Direct each student to read through his report several times, checking for the items on the *Revising Checklist*. Tell him to make revisions to his report using a colored pencil (optional).
3. Remind the students that they may need to refer to their note cards for additional information to include. You may want to read each student's report and write your own suggestions.
4. Direct each student to write out a new copy of his report after making changes. Tell each student to save his revised research report for future work. (**Note:** Students can find errors more easily during proofreading in Lesson 76 if they have a new copy, complete with revision changes. If they do not have time to recopy the



Transparency Master page S59

Lesson 75

- Write the sentence. Underline the dependent clause. Circle the subordinating conjunction in the clause.
1. Until I read this book, I knew little about South Africa.
(Until I read this book, I knew little about South Africa.)
- Combine the sentences using an appositive phrase.
2. South Africa is a mountainous country.
South Africa is on the southern tip of Africa.
South Africa, a mountainous country, is on the southern tip of Africa.
- Rewrite the phrase using a plural possessive noun.
3. the languages of the countries *the countries' languages*
- Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.
4. He showed me a map of South Africa.
He showed (me) a map (of South Africa).
- Write the helping verb and the main verb from the sentence.
5. I am working on a visual aid for my report. *am working*

Objectives

- Recognize errors using the *Proofreading Checklist*
- Proofread a research report

Materials

- Each student's revised report from Lesson 75

Note

This interactive lesson incorporates Worktext pages 148–49 into the Teach for Understanding section.

Introduction

Direct a proofreading practice exercise. Write these place names and dates for display, using no capitalization or punctuation:

washington d c (*Washington, DC*)
 st louis missouri (*St. Louis, Missouri*)
 october 7 1961 (*October 7, 1961*)
 august 1 1980 (*August 1, 1980*)

Choose four volunteers to use proofreading marks to correct each item on display.

Teach for Understanding**A Analyze the student model.**

- Read aloud the top of Worktext page 148. Explain that this is the second copy of Christopher's report, reflecting his revisions.
- Discuss the corrections Christopher made to the report. Point out the proofreading marks he used to indicate each.
 - Why did Christopher capitalize *Civil War* in the first paragraph? (*Civil War is the proper name of a specific war and should be capitalized.*)
 - Why did he change *town* to lowercase? (*The noun town is not naming a specific town and does not need to be capitalized.*)
 - Why should *North* be capitalized in the last sentence of that paragraph? (*It is naming a specific region of the United States.*)
 - What is the rule about commas in dates? (*There should be a comma between the day and the year.*)
 - What kind of problem did Christopher correct toward the end of the second paragraph? (*He fixed a fragment by combining it with another sentence to make a complete thought.*)

**Research Report: Proofreading**

Name _____

When Christopher had finished revising his report, he proofread it, using the *Proofreading Checklist*. He read the report several times, looking for only one or two items on the checklist each time. Here are the corrections he made to the three middle paragraphs of his report.

Gettysburg was the site of the largest battle of the civil war. In July of 1863, General Robert E. Lee was commanding the Southern troops. The Northern army, under the command of General George Gordon Meade, met Lee's army near the town of Gettysburg. The fighting lasted for three days. It finally ended with Pickett's Charge. The Southern general George E. Pickett led 15,000 men over Cemetery Ridge, and the Northern soldiers opened fire and drove them back. Although the north had won the battle, more than 45,000 men from both sides were killed, wounded, or captured.

On November 19, 1863, President Abraham Lincoln gave a famous speech at the Gettysburg battlefield. In his speech, Lincoln talked about the founding fathers, who were dedicated to the freedom of all people. His honored speech honored the men who gave their lives. And it encouraged others to love freedom as much as they did.

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English 6, Chapter 8, Lesson 76

- Remind the students to check the list of commonly misspelled words in the Writing Handbook on Worktext page 351 or in the dictionary for spellings of any words that they are not sure of.

B Guide each student in proofreading his report.

- Discuss the statements given in the *Proofreading Checklist* on Worktext page 149. Tell each student to proofread his research report with a colored pencil (optional), using the proofreading marks. Direct each student to read his report several times, checking for the items on the list.
- Direct each student to save his proofread copy for use in Lesson 78. Remind him that he will also need

to proofread his bibliography, which he will write in Lesson 77. (**Note:** If you choose to read each student's report and mark any of the six types of errors that he did not identify, do so before Lesson 78.)



The Gettysburg Address, which lasted only about two minutes, has become one of the most memorable speeches in history.

Today the Gettysburg National Military Park keeps the memory of the Battle of Gettysburg alive. The park has over 1,400 monuments and memorials to the battle that was fought there. Part of the park has been set aside as cemetery for soldiers who died in the civil war and other wars. Visitors can see the graves, read the memorials, and walk or drive through the peaceful park. They can also visit a museum and see artifacts, weapons, and uniforms from the civil war.



- Proofread your report using the *Proofreading Checklist*. Use proofreading marks to mark your mistakes. When you are finished, you will be ready to write the bibliography and the final draft.

Proofreading Checklist

- 1. I used complete sentences.
- 2. I used correct verb forms.
- 3. I put a capital letter at the beginning of each sentence.
- 4. I put a punctuation mark at the end of each sentence.
- 5. I used capital letters and punctuation correctly within the sentences.
- 6. I looked for misspelled words.



ESL

Display proofreading marks in the classroom on chart paper or poster board. Remember that ESL students frequently have difficulty spelling words in English. They may require help from the teacher or another student to recognize misspelled words or to look up the correct spellings in a dictionary.



Transparency Master page S59

- Write whether the sentence is simple, compound, or complex.
1. When hiking in mountainous areas, some people use pack animals. **complex**
- Write the sentence using the correct plural form of the noun.
2. (Donkeys, Donkies) can carry heavy loads.
Donkeys can carry heavy loads.
- Write PA if the underlined word is a predicate adjective.
Write PN if it is a predicate noun.
3. The trail is steep. **PA**
- Write the sentence. Label the subject, verb, indirect object, and direct object.
4. I fed the donkey a carrot.
S V IO DO
I fed the donkey a carrot.
- Write the correct verb.
5. Neither Ed nor I (want, wants) to try riding the donkey. **want**

Objectives

- Identify the purpose of a bibliography
- Identify the format for recording books, encyclopedias, magazine articles, online sources, and CD-ROMs in a bibliography
- Write a bibliography, using source information

Materials

- Each student's note cards with source information
- Copies of Supplement pages S23–S24, "Research Sources" and "Additional Sources," for each student

Note

This interactive lesson incorporates Worktext page 150 into the Teach for Understanding section.

Introduction

Discuss source information. Direct each student to have available his note cards and Supplement pages S23–S24, "Research Sources" and "Additional Sources."

- Where will you find the information to include in your bibliography? (*Look at the title of the source at the bottom of each note card you used.*)

Teach for Understanding**A Identify the purpose of a bibliography.**

- Read and discuss the information about a bibliography on Worktext page 150.

► Which sources should you include in your bibliography? (*all the sources used in the report*)

- Direct attention to Christopher's bibliography on Worktext page 150.

- How many sources did Christopher use for his report? (*four*)
- In what order did he list his sources? (*alphabetical order by the author's last name*)

B Identify the format for recording books, encyclopedias, magazine articles, online sources, and CD-ROMs.

- Point out that there are some things the entries all have in common.

► How is the author's name written in each entry? (*last name, comma, first name, period*)

**Research Report:
Bibliography**

Name _____

After Christopher finished his report, he needed to write the **bibliography**. A bibliography is a list of the sources used in the report. It tells others where the information for the report was found and gives proper credit to the authors of

those sources. Christopher gathered the note cards he had used for his report and the page that contained the information about each of his sources.

The Bibliography

- The bibliography lists all the information needed for locating each source. This information includes the author, the title of the article and/or book, the publisher's location and name, and the date of publication.
- The bibliography lists all the sources in alphabetical order by the author's last name.

Here is Christopher's bibliography.

Bibliography

- Addison, Michael. Heroes of the Civil War. New York: Easterling Press, 1999.
- Eidson, Alice. "The Gettysburg Address." Posted July 3, 2002. Accessed October 7, 2005. <http://www.gettysburgfacts.com>.
- Kresch, Basil. "Gettysburg." Civil War Vignettes. CD-ROM. Garrison Group, 2004.
- Pullman, Harold. "Battle of Gettysburg." Newton Encyclopedia. Cleveland, OH: Newton Books, 2000.

General pattern for a book

Author(s). *Title of Book*. Place of publication: Publisher's name, year.

General pattern for an encyclopedia

Author. "Title of Article." *Title of Encyclopedia*. Place of publication: Publisher's name, year.

General pattern for a magazine

Author. "Title of Article." *Title of Magazine*. Date: Page(s).

General pattern for an online article

Author. "Title of Article." Date posted. Date accessed. Network address.

General pattern for a CD-ROM

Author. "Title of Article." *Title of CD-ROM*. CD-ROM. Publisher. Copyright date.

- Write the bibliography for your report, using the patterns as a guide for your various types of sources. Remember to proofread it when you are finished.

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English 6, Chapter 8, Lesson 77

- Point out that each entry in Christopher's bibliography is written in a slightly different format because the sources are all different types.
- Explain that the first entry in the bibliography is a book.

► How did Christopher indicate the title of the book? (*He underlined it.*)

► What other information about the book did he include? (*author, city of publication, name of publisher, and date of publication*)

► Which punctuation comes between the city and the publisher's name? (*colon*)

- Explain that the second entry is an article from the Internet.

► How did Christopher indicate the title of the online article? (*He put it in quotation marks.*)
- What is the title of the CD-ROM? (*Civil War Vignettes*)

Point out that not all websites will include all this information. The student should find as many parts of the bibliographical entry as he can.

- Explain that the third entry in the bibliography is a CD-ROM.
- Explain that the last entry in the bibliography is an encyclopedia article.

Teach for Understanding—Continued

want each student to write a first draft of his bibliography for you to check before he writes the final draft.)

4. Encourage each student to read over his bibliography carefully, proofreading it for mistakes in spelling and punctuation.

ESL

ESL students will need assistance writing a bibliography.

(Note: Do not require students to memorize the punctuation involved in writing a bibliography. Students should simply be aware that various forms of punctuation are used. You may want to tell the students that high schools and colleges use a variety of formats for recording source information in a bibliography. The format presented here is just one of many.)

7. Direct each student to copy his source information on Supplement pages S23–S24, “Resource Sources” and “Additional Research Sources.”

C Guide in writing the bibliography, using each student's source information.

1. Direct attention to the general patterns given at the bottom of Work-

text page 150. Tell each student that he may use these patterns and “plug in” the specific information for each of his sources.

2. Remind each student that he should have used information from at least four sources in his report.
3. Tell each student that his bibliography will be the last page of the final draft of his report. Guide each student as he sorts his note cards and writes his bibliography.

(Note: It is recommended that each student use a separate piece of paper for writing his bibliography instead of simply adding it to the last page of his report. If the bibliography is on a separate page, it is easier for students to recopy it if needed to correct errors. You may



Transparency Master page S60

Lesson 77

- Write the sentence with correct capitalization.
1. miriam told the story of queen esther of persia.
Miriam told the story of Queen Esther of Persia.
- Rewrite the phrase using a singular possessive noun.
2. the scepter of the king *the king's scepter*
- Write the helping verb and the main verb from the sentence.
3. Esther was trying to save the lives of her people. *was trying*
- Write the word that correctly completes the sentence.
4. Esther's plea had an (effect, affect) on the king, and the Jews were saved. *effect*
- Write the correct verb.
5. Both Bethany and Kelsie (think, thinks) that Esther was brave. *think*

Objectives

- Make a neat final draft
- Publish a research report

Materials

- One or two copies of page 168, Chapter 8
Rubric for each student (optional)
- Materials for the publishing method of your choice
- Samples of published books, magazines, or travel brochures about places

Introduction

Discuss published materials. Display the books, magazines, and brochures you brought or allow the students to pass them around.

- **How do you think the authors of these materials found out so much about the places they wrote about? (Possible answers: visited the place, read about the place, talked to people who had been there or lived there)**

Display the published materials for the students to look at or read at a later time.

Teach for Understanding

A Make a final draft of the report.

1. Instruct each student to read his proof-read report one more time to make sure it is ready to be copied or typed as the final draft.
2. Direct each student to copy his final draft onto clean paper or to enter it into the computer and print it out. Remind him to add a title to his report if he has not already done so.

B Publish the report.

1. Collect the reports.
2. Use the Chapter 8 Rubric to check the reports (optional). (**Note:** It is not expected that each student's published report will be free of errors. The proof-reading stage teaches students to look for errors and to correct the ones that they notice.)

Ideas for publishing the students' research reports:

- **Make a class travel magazine.** Direct each student to submit a photograph or drawing to accompany his report. Bind the reports and illustrations to-

gether into one volume, securing the pages with brass fasteners or yarn. You may want to have volunteers design a front cover that lists "teasers" about some of the topics included in the magazine.

- **Direct students to give oral reports.** Each student may read or tell his report to the class. He may want to bring a poster, photograph, or interesting object to serve as a visual aid during his report. Review good speaking and listening skills (see Lesson 58).
- **Display reports on a class bulletin board.** Staple the top of the pages of each report to a colorful piece of construction paper. Display the reports on a bulletin board so that the students can easily read their

classmates' work. Attach photographs of some of the places the students reported about.

- **Set up a class museum.** Direct each student to make a shoebox diorama that depicts a historical event from his report. Display each of the dioramas and reports on tables or shelves in the "museum." Invite the students to visit the "museum" in their free time, look at the dioramas, and read the reports about events that interest them.

Chapter 8 Rubric

Chapter 8 Rubric (p. 168) is a tool to help you evaluate each student's final draft and his use of the Writing Process. The rubric also provides an alternative place in which to indicate errors. To help students maintain a positive attitude toward writing, avoid displaying papers with the errors marked on them. (*Note:* If you would like the students to use this rubric for a self-evaluation of their work, make a second copy for each student.)



In using the rubric for grading, you should consider ESL student ability levels. For beginners, concentrate on serious errors, such as sentence structure, that would interrupt the flow of the piece or on repetitive errors. As the student's English improves, he should be held more accountable to the standard rubric.



Transparency Master page S60

Lesson 78

- Write the correct abbreviation for the underlined word.
1. the eighteenth of February **Feb.**
- Write the word that correctly completes the sentence.
2. Be sure to (bring, take) your sleeping bag to my house. **bring**
- Write the sentence using the correct plural form of the noun.
3. We have seen several (moose, mooses) on the trail.
We have seen several moose on the trail.
- Write the direct object from the sentence.
4. We gathered wood for the fire. **wood**
- Write the word that makes sense.
5. water : canteen oil : _____ (tent, lantern, knife) **lantern**

Objectives

- Identify elements of research reports
- Distinguish between paraphrasing and plagiarizing
- Identify what occurs in the stages of the Writing Process for a research report
- Answer questions about source information

Materials

- Four copies of Supplement pages S25–S26, "Outline Review" and "Subpoints and Supporting Details"
- Computer access for each student for optional Computer Connection

Note

This lesson reviews concepts to prepare students for the Chapter 8 Test (optional). Extra Practice pages 47–48, located on the Teacher's Toolkit CD, make an excellent study guide.

Check for Understanding

Chapter Review

Direct an activity to review the organization of ideas into an outline.

- Divide the students into four teams. Give each team a copy of Supplement pages S25–S26, "Outline Review" and "Subpoints and Supporting Details." Read the directions together, explaining that each team will work together to fill in the blanks in the outline with subpoints and supporting details from Supplement page S26. Remind the students that each point should logically follow the points that come before it.

Answer Key**II.****B.**

- William of Normandy invaded England and built many castles there.*
- Probably modeled after buildings in William's homeland of Normandy*
- Has three floors and a basement*
- Has a chapel in the southeast section*

III.

- Mary Tudor, a Catholic, challenged her claim to the throne.*
- Mary ordered Jane's execution on a scaffold on the Tower Green.*

Chapter 8 Review

Name _____

**A. Fill in the circle next to each correct answer.**

- A research report gives ____ about a topic.
 facts opinions
- A research report about a place that has historical importance would include ____.
 an explanation of why the writer liked that place when he visited it
 a description of important events that took place there
- The introduction for a research report about a place would probably ____.
 tell the name of the place and where it is located
 try to convince the reader not to visit the place
- When choosing sources to use for your research, you should ____.
 look for a variety of reliable sources about your topic
 look for only the shortest books and articles about your topic
- When researching for your report, you should ____.
 copy down exact sentences and paragraphs from other authors about your topic
 read various materials about your topic and take notes in your own words
- Using another author's exact words in your report without giving him credit is called ____.
 paraphrasing plagiarizing

**B. Read the source information from the encyclopedia. Then fill in the circle next to the sentence that *paraphrases* rather than *plagiarizes*.**

- Which sentence is a paraphrase?
 The oldest part of the castle, St. Ninian's Chapel, dates back to the thirteenth century.
 Built during the 1200s, St. Ninian's Chapel is the castle's oldest structure.
- Which sentence is a paraphrase?
 The Marischal family saved the royal jewels in 1650.
 The family of the Earl hid the Scottish crown jewels in the castle, saving them from destruction.
- Which sentence is a paraphrase?
 Many of the 167 people who were imprisoned for two months died.
 Many of the 167 Covenanters held in the castle vault lost their lives.

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Dunnottar Castle is located near Aberdeen on the east coast of Scotland. The oldest part of the castle, St. Ninian's Chapel, dates back to the thirteenth century. One of Scotland's most powerful families, the Earls Marischal, lived in the castle until 1715. During Oliver Cromwell's invasion of Scotland in 1650, the family hid the Scottish crown jewels in the castle, saving them from destruction. Later, in 1685, a vault in the castle became a prison for a group of Scottish Covenanters, Christians who refused to obey the dictates of the king in religious matters. For two months, 167 people were imprisoned, and many died in the vault. Those who remained were eventually shipped to the West Indies.

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IV.**A. Houses the Crown Jewels**

- Scepter with the Cross contains the largest diamond in the world.*

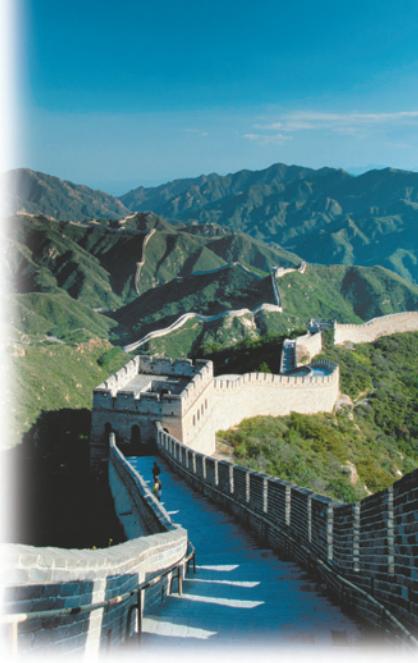
- Set a time limit for the students to complete the activity.
- When time is up, check the answers. Award a small prizes to the team who had the most correct answers (optional).

C. Fill in the circle next to each correct answer.

10. Which step comes earlier in the Writing Process for a research report?
 taking notes
 writing an outline
11. Which step comes earlier in the Writing Process for a research report?
 writing the bibliography
 revising the report
12. In which stage would you organize your ideas into an outline?
 planning
 drafting
13. In which stage would you go back to your note cards to find more details to include?
 revising
 proofreading
14. In which stage would you correct spelling mistakes?
 planning
 proofreading

D. Write the answer to the questions about each source.

Nyugen, James. "Exploring the Great Wall." *The Wonders of China*. CD-ROM. 2004.



15. What type of source is this? **CD-ROM or electronic source**
16. Who is the author of the information from this source? **James Nyugen**
17. What is the title of the article used from this source? **"Exploring the Great Wall"**

Ferrell, Margaret. *Discovering Africa's Treasures*. Chicago: Christian World Press, 1964.

18. What type of source is this? **book**
19. What company published this source? **Christian World Press**
20. Is this source likely to have the most current information about Africa? **no**

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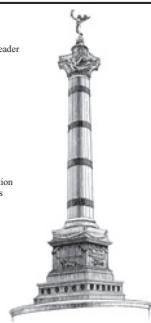
extra PRACTICE

Chapter 8 Review

Name _____

A. Fill in the circle next to each correct answer.

1. A research report _____ gives the reader information tries to persuade the reader
2. A report about a place with historical importance would include _____ a fictional account of a person who once lived there a brief description of the place's location
3. The purpose of a research report should *not* _____ restate the main idea of the report give points that the writer did not have room for in the body of the report
4. When choosing sources for your research, you should _____ look for sources that will give current and reliable information look for sources that have the best pictures and photographs
5. When taking notes on your research, you should _____ copy exactly what the author of the source has written write down only words or phrases that will help you write the report later
6. Using another author's exact words in your report without giving him credit is _____ plagiarism paraphrasing



B. Read the source information from the encyclopedia. Then fill in the circle next to each sentence that *paraphrases* rather than *plagiarizes*.

7. What is a paraphrase?
 The Bastille was used as a prison for those who offended the French kings and was a symbol of oppression.
 The Bastille symbolized tyranny for the French people because the king's prisoners were kept there.
8. Which sentence is a paraphrase?
 On July 14, 1789, French people banded together, marched against the Bastille, and captured it.
 French revolutionaries formed a mob on July 14, 1789, and stormed the Bastille.
9. Which sentence is a paraphrase?
 The Colonne de Juillet stands as a memorial on the former site of the Bastille.
 A monument known as the Colonne de Juillet marks the place where the Bastille stood.

Bastille (bă stēl') was a fortress located in Paris, France. It was used as a prison for those who offended the French kings and was a symbol of oppression. The Bastille symbolized tyranny for the French people because the king's prisoners were kept there.

On July 14, 1789, French revolutionaries formed a mob on July 14, 1789, and stormed the Bastille. The revolution that followed is known as the French Revolution. Since then, the French people have celebrated Bastille Day on July 14 each year as the anniversary of their independence. A monument known as the Colonne de Juillet now marks the place where the Bastille once stood.

Worktext pages 151–52

Chapter 8 Review



Materials

- Computer access for each student

Evaluate Internet sources. Direct each student to find two Internet articles related to the topic of his research report. Then instruct him to evaluate the two articles by asking the following questions:

- **On which date was this information posted on the Internet?**
- **Is it current information?**
- **Does the author have any credentials (education, experience in this field) that make him a reliable source of information?**
- **What can I learn from the Internet address?**
- **Is this information published by a recognized institution, such as a government or educational organization?**

Direct each student to type a brief paragraph that summarizes his findings. If he can recommend one source above the other, tell him to make that clear in the paragraph.

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extra PRACTICE

Chapter 8 Review

Name _____

C. Fill in the circle next to each correct answer.

10. Which step comes earlier in the process of writing a research report?
 reading from various sources writing an outline
11. Which step comes earlier in the process of writing a research report?
 drafting the report taking notes on note cards
12. In which stage would you transfer information from your note cards to an outline?
 planning revising
13. In which stage would you delete a sentence that does not belong in a paragraph?
 revising proofreading
14. At what point should you finalize your bibliography?
 before drafting the report after drafting the report



D. Write the answer to the questions about each source.

Trudeau, Maurice. "Bastille Day." *Paris Today*. June/July 2003: 16–19.

15. What type of source is this? **magazine**
16. What is the title of the article? **"Bastille Day"**

17. In what year was this source published? **2003**

Markley, Joanne. "Storming the Bastille." July 5, 2002. December 2, 2004. <http://www.bonjour.org/bastille/prs7.html>.

18. What type of source is this? **online [electronic; Internet; website]**

19. Who is the author of the information? **Joanne Markley**

20. On what date was this source accessed? **Dec. 2, 2004**

Objectives

- Identify subordinating conjunctions in sentences
- Differentiate independent clauses and dependent clauses
- Recognize the subject and verb in an independent clause
- Differentiate simple sentences, compound sentences, and complex sentences
- Identify nouns that should be capitalized in sentences
- Use root words to identify word meanings
- Answer questions about paragraph writing

Cumulative Review

Name _____

- A.** Circle the subordinating conjunction in each sentence. Decide whether the underlined clause is independent or dependent. Write **I** for independent or **D** for dependent. (*Chapter 1*)

- D** 1. Although she grew up in a wealthy family, Jane Addams wanted to help the poor.
- I** 2. When Jane entered college in 1877, not many women received a higher education.
- I** 3. After she graduated at the top of her class, she looked for a way to use her training.
- D** 4. Until she visited a center for the poor in London, she was not sure what to do with her life.
- I** 5. Since she had inheritance money, she started a center for the poor in Chicago.

- B.** Circle the subject and verb in each independent clause and write the letter of the correct type of sentence in the blank. (*Chapter 1*)

- A** 6. Jane Addams bought “Hull House,” an old mansion.
- C** 7. Because many immigrant women worked all day, they needed someone to care for their children.
- C** 8. Though Hull House began as a daycare, it soon included a library, gym, public kitchen, art gallery, and music hall.
- B** 9. People at Hull House could take night classes in English and citizenship, or they could study art or literature.

- A. Simple
B. Compound
C. Complex

- C.** Use the proofreader’s mark  to show which nouns should be capitalized. (*Chapter 3*)

10. Jane grew up in cedarville, illinois, but spent most of her life in chicago.
11. Her father was an illinois state senator and a friend of president abraham lincoln.
12. Jane was active in politics, too, and joined the national american women’s suffrage association.

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D. Fill in the circle next to the correct meaning of the word based on its root.

(Chapter 3)

13. autograph
 a mathematical grid a person's own signature
14. phonograph
 a machine that reproduces sound a device that measures distances
15. aster
 a star-shaped flower Hebrew word for "queen"
16. geocentric
 a many-sided figure related to the earth's center
17. autobahn
 a place where self-propelled vehicles drive a bird sanctuary

E. Read the following report about a place and fill in the circle next to each correct answer. (Chapter 8)

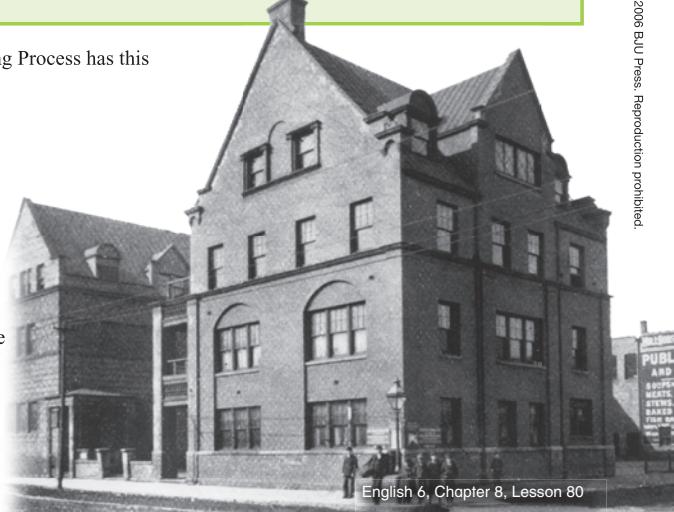
Hull House

Hull House was the first of many "settlement houses" in America. Centers built to help and educate the poor. Jane Addams bought the Hull House mansion in 1889 and turned it into a refuge for poor immigrants in Chicago.

The center began as a daycare. Soon it expanded to include a gym, a public kitchen, a library, a shop, a theater, and classrooms. The needy could come to Hull House for food, recreation, vocational help, and education. The example of Hull House sparked the founding of many such places across the United States.

Today, the Hull House mansion is a museum located on the campus of the University of Illinois. There you can step back in time and see the house as it was in Jane Addams's day. The original furniture is still there, and exhibits tell visitors about the work that went on at hull house.

18. Which stage of the Writing Process has this author just completed?
 drafting proofreading
19. The first paragraph contains a ____.
 fragment run-on sentence
20. The last paragraph contains ____.
 a misplaced apostrophe capitalization mistakes



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Worktext pages 153–54

Cumulative Review

Use the exercises to review the concepts taught at an earlier time. You may choose to omit certain sections or to use them to reteach concepts to students who are having difficulty.



ESL students may need assistance with vocabulary on the worktext pages.