

## 6<sup>th</sup> Grade Common Research Project

### **1. What are our goals? Students will:**

Develop academic independence, organization and discipline  
Be Challenged and empowered to do significant, independent work  
Be prepared for Gates with common knowledge of the research process.

### **2. What are our specific objectives?**

History:

Use of PRIMES as an analytical tool  
Foster depth of historical understanding

English:

Use writing process  
Teach outlining and organization of ideas

Both:

Develop disciplined work habits, time management skills and organization.  
Teach how to find, identify and evaluate sources

### **3. What are limitations based on teaching time and resources?**

Clearly pressure exists to cover the curriculum in both disciplines as well as balancing time spent on other classes and school activities. However there was strong consensus that this project is a very valuable use of time for the students.

Project should last about 10 weeks.

Sources must be returned to library after 5 weeks.

The bulk of the work will be done outside of class.

Homework assignments to work on other material in both ELA and History will continue during work on the project.

### **4. What should the final product(s) be? How will they allow our students to demonstrate their understanding or completion of goals and objectives?**

Final product will consist of

a 1 ½ -2 page paper, complete with title page and bibliography  
a visual (teacher may assign a poster, an artifact, a map, or some other item)  
a presentation to the class (with teacher to consider presentation to the community)

### **5. What are the specific requirements of the project?**

a) Groups of 1-3 students

b) Subject of research: Ancient Civilizations

a. Hittite, Persian, China, Kush/Nubia, India, Maya, Norse (Viking),  
Japan, Mongol, Aztec, Inca, Ghana, Mali, Assyrian, Babylonian,  
Celt, Ancient Hebrew, Phoenicians, Minoan, Mycenaean

b. Optional supplemental list at teacher discretion:

Rome, Egypt, Greece

- c) Central Question. Students will answer one of the following based on their two PRIMES:
  - a. How did your civilization come to power?
  - b. How did your civilization stay in power?
  - c. Why did your civilization fall from power?
  - d. Which of your PRIMES had the greater impact on people's daily lives?
- d) Required elements
  - a. Research:
    - i. 5 sources per student, from three types of sources.
      - 1. Books
        - a. (Two week check out at Public Library with no renewals)
      - 2. Online Database
        - a. (Instruction in use of Online Databases and finding magazine articles will be done by homerooms during computer time)
      - 3. Internet
    - ii. 40 note cards balanced between two PRIMES
  - b. Outline
  - c. Rough Draft
  - d. Final Paper 2-3 pages typed with works cited page and title page
- e) Presentation- to be discussed
- f) Visual- to be discussed

**7. When will the assignment be done?**

Cushing and Wampatuck: first week in March to April vacation.

Resources back to public library by April 4th

Jenkins and Hatherly: last week in March to Memorial Day.

**8. How will the assignment be assessed?**

- 1. ELA and Social Studies will work from a common assignment sheet and will help students to develop a common product, but will instruct and assess different parts of the process.
- 2. Both teachers will assess the final product.
- 3. Rubrics and common standards will be used for assessment