Historiography Curriculum

Grade 9-12: Unit Three
Annotated Bibliography and Citations
Course Description

Historiography is exploring new frontiers of learning through a course designed around research practices and end-product creation. Through creativity and innovation, the research model brings students to new levels of intellectual development and engagement, which will serve them well as they take their place in a global community. This course grounded in inquiry/project based instruction is aimed to develop skills to produce their own creations relevant to course content through the process of student research and discovery; respecting the discovery made by others; thinking critically; constructing opportunities for each student to become clear class experts by identifying his or her points of greatest interest within the curriculum, and developing student leadership skills.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>What is History?</td>
<td>5 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Research Methodology</td>
<td>10 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>Annotated Bibliography and Citations</td>
<td>10 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Creating/Developing the Research Project</td>
<td>10 Weeks</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
**Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</td>
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<th>CRP3. Attend to personal health and financial well-being.</th>
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<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
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</tbody>
</table>
CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
Career Ready Practices

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
Differentiated Instruction
Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
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<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
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<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
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## Enrichment

Accommodate Based on Students' Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
# Assessments

## Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
English Language Arts & History/Social Studies Grades 9-10 Common Core Standards

Craft and Structure:

RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas:

RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

English Language Arts Standards » Writing » Grade 9-10

Text Types and Purposes:

WHST.9-10.1 a-d: Write arguments focused on discipline-specific content.

WHST.9-10.2 a-f: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Production and Distribution of Writing:

WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:
WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.

WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.

**English Language Arts & History/Social Studies Grades 11-12 Common Core Standards**

**Key Ideas and Details:**

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**Integration of Knowledge and Ideas:**

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**Range of Reading and Level of Text Complexity:**

RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
# Annotated Bibliography and Citations

**Description:** Students will learn the importance of academic honesty, the use of citations, and the skills associated with the foundation of an annotated bibliography.

### New Jersey Core Curriculum Content Standards (NJCCCS):

| Standard: RH.9-10.4, RH.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.10 | RH.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.7, RH.11-12.1 |

### Common Core State Standards (CCSS):

| RH.9-10.4, RH.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.10 | RH.11-12.7, RH.11-12.1 |

## NJDOE Student Learning Objective

Select relevant and scholarly journal articles, images, books, and other documents to support your thesis.

**Standard:** RH.9-10.4, RH.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.7

## Essential Questions

1. Where can I locate scholarly articles?
2. What articles have you selected for your research?

## Sample Activities

- **Research:** In groups of 2 in the computer lab search and select websites, journal articles, books, images and other sources relevant to your project. Store sources in your Google drive.
- **Research:** Using Jstor and online journal databases select 10 articles to support your thesis.
- **Outline:** Read through your 10 articles and outline the

## Resources

- **Google Scholar:** [http://scholar.google.com](http://scholar.google.com)
- **JSTOR:** [http://www.jstor.org](http://www.jstor.org)
- **Research Station:** [http://libguides.csuchico.edu/scholarly](http://libguides.csuchico.edu/scholarly)

## Interdisciplinary Connections

**ELA and Research Methods:** Write a research abstract outlining your sources, data, and research conclusions. A standard APA abstract is 150 to 250 words long and contained in a single paragraph.

[https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)
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<th><strong>Interdisciplinary Connections</strong></th>
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</table>
| Examine various citation methods (i.e.: MLA, APA, and Chicago Style) | 1) How do citation methods differ by discipline?  
2) Why is MLA the standard in high schools? | Citation Exercises:  
1) **MLA:** [http://writingcommons.org/open-text/writing-processes/format/mla-format/446-exercise-in-text-citations-mla](http://writingcommons.org/open-text/writing-processes/format/mla-format/446-exercise-in-text-citations-mla)  
2) **APA:** [http://web.calstatela.edu/library/guides/3apaexercise.pdf](http://web.calstatela.edu/library/guides/3apaexercise.pdf)  
3) **Chicago:** [http://library.csus.edu/services/inst/ChicagoStyle9-2011.pdf](http://library.csus.edu/services/inst/ChicagoStyle9-2011.pdf) | **MLA Citation Guide:** [http://library.santafeuniversity.edu/mla](http://library.santafeuniversity.edu/mla)  
| Identify models that illustrate correct in-text citations. | 1) How do in-text citations impact a research project?  
2) How do in-text citations work? | Social Media: Do you think that twitter posts should contain citations? Why or why not? | **OWL Perdue In-Text Citations:** [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/) | **Visual Arts/Film:** Create a YouTube video with detailed and creative directions on how to cite |
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| Standard: RH.9-10.4, RH.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.1 | citations prevent a researcher from plagiarizing? | why not? **In-Text Citation Exercise: Procedure**  
Elicit from students what they know about or understand in-text citations to be and what purpose they may serve.  
Pass out a copy of the Citation Examples handout, beginning with either the MLA or APA examples.  
Ask students to read to themselves the first paragraph on the handout from Ashley Montagu’s book *The American Way of Life*.  
Ask one or two volunteers to paraphrase orally the meaning of the paragraph to test students’ understanding of the gist of the paragraph.  
Read through each example in-text citation with **du/owl/resource/930/07/**  
**Citing Text Evidence:**  
**YouTube In-Text Citations:**  
[https://www.youtube.com/watch?v=XQ8fv7SPotM](https://www.youtube.com/watch?v=XQ8fv7SPotM) | within the text of a research paper. |
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<td>students, asking them to comment on the differences among the examples as well as identify the essential information that all the examples have in common. Ask students to comment on when and why they might use one form of in-text citation versus another. Pass out an article excerpt, preferably one on a topic related to students’ research interests. Ask students to read the excerpt to themselves and then write a short paraphrase that exemplifies their understanding of the text. Review a few of their paraphrases orally to make sure students understand the main points of the text. Next have students choose three to four different styles of in-text citations and have them write citations for the</td>
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<td>Demonstrate the ability to find citations that support</td>
<td>1) Why are the correct citations significant</td>
<td><strong>Historical Fiction:</strong> Write an original short story using</td>
<td><strong>Colorado State University:</strong> <a href="http://lib.colostate.edu/handle">http://lib.colostate.edu/handle</a></td>
<td><strong>Film Critique:</strong> Watch Back to the Future Part II,</td>
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<td>article (on a transparency, if available) as exemplified in the previous handout.</td>
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| specific claims in a fiction text. **Standard:** RH.9-10.4, RH.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.10, RH.11-12.1 | when conducting research? 2) Do personal opinions require citation? 3) How do fiction and non-fiction play a role in research? | real historical facts. Be mindful to included citations. **Literature Circles:** *All Quiet on the Western Front*, by Erich Maria Remarque. Using excerpts from the books have groups of students identify and cite real historical events. | **wto/prim sour.html**  
**Education - Higher Degrees and Research**  
**Time Traveling with Historical Fiction:** [https://www.flocabulary.com/lesson-historical-fiction/](https://www.flocabulary.com/lesson-historical-fiction/) | which take Place in October of 2015. Write a film review determining the predictions they got right and those that were incorrect. |
| Identify the purposes of citations. **Standard:** WHST.9-10.4, RH.11-12.1 | 1) What is the purpose of a citation? 2) When is the use of a citation appropriate? 3) Why is it important to cite your sources? 4) What is the role of academic honesty in the research process? | **Prove it! Citation Lesson Plan:** [http://www.readwritethink.org/classroom-resources/lesson-plans/prove-citation-scavenger-hunt-30899.html?tab=4](http://www.readwritethink.org/classroom-resources/lesson-plans/prove-citation-scavenger-hunt-30899.html?tab=4) | **Why We Cite:** [http://polisci.cofc.edu/documents/polscitation.pdf](http://polisci.cofc.edu/documents/polscitation.pdf)  
**Citing sources: Overview** [http://libguides.mit.edu/citing](http://libguides.mit.edu/citing)  
**Lab Write Resources:** | **ELA:** Why is academic honesty so important in high school and beyond? Does academic honesty differ from culture to culture? |
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</table>
| Create an annotated bibliography in MLA format. | 1) What is an annotated bibliography?  
2) How many sources does my bibliography contain?  
3) Why are citations and a bibliography an essential component to any research project? | Reliable Sources and Citing Them:  
ELA: Teaching Student Annotation: Constructing Meaning Through Connections: Students learn about the purposes and techniques of annotation by examining text closely and critically. They study sample annotations and identify the purposes annotation can serve. Students then practice annotation through a careful reading of a story excerpt, using specific guidelines and writing as many annotations as possible. Students then work in pairs |

**Standard:** RH.11-12.1, WHST.9-10.8, WHST.9-10.9
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<td>analysis, and informed library research. First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic. Cite the book, article, or document using the appropriate style. Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.</td>
<td>[<a href="http://www.umuc.edu/libr">http://www.umuc.edu/libr</a> ary/libhow/bibliography_tutor ial.cfm](<a href="http://www.umuc.edu/libr">http://www.umuc.edu/libr</a> ary/libhow/bibliography_tutorial.cfm) <strong>University of Maryland Online Guide to Writing and Research:</strong> [<a href="http://www.umuc.edu/writingcenter/onlineguide/chapter">http://www.umuc.edu/writingcenter/onlineguide/chapter</a> 4-05.cfm](<a href="http://www.umuc.edu/writingcenter/onlineguide/chapter">http://www.umuc.edu/writingcenter/onlineguide/chapter</a> 4-05.cfm)</td>
<td>to peer review their annotations, practice using footnotes and PowerPoint to present annotations, and reflect on how creating annotations can change a reader's perspective through personal connection with text. <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html">http://www.readwritethink.org/classroom- resources/lesson-plans/teaching-student-annotation-constructing-1132.html</a></td>
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</tbody>
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## Unit Vocabulary

<table>
<thead>
<tr>
<th>Annotated Bibliography</th>
<th>Introduction</th>
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<tbody>
<tr>
<td>Thesis</td>
<td>Body</td>
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<tr>
<td>Boolean Search</td>
<td>Conclusion</td>
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<tr>
<td>Research</td>
<td>Support</td>
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<tr>
<td>Analyze</td>
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<tr>
<td>Synthesize</td>
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Unit Project

Project

Second Draft Annotated Bib:

ANNOTATED BIBLIOGRAPHY

1. Separate into primary and secondary sources and alphabetize.
2. Use MLA or Turabian guide for your citations.
3. Use a two-sentence annotation format:
   - What is this source?
   - How was it useful to your project?
1. REMEMBER: All materials must be printed on plain white paper and stapled in the upper left-hand corner. NO COVERS! NO ARTWORK OR SPECIAL PAPERS! Bring at least four copies of your process paper when you are judged.
1) Field Trip Ideas: Paterson Public Library, William Paterson University Library, New York Public Library

Rutgers University Library