### Ohio Standards Connections

**Technology**

**Technology and Communication Applications**

**Benchmark B**
Develop, publish and present information in a format that is appropriate for content and audience.

**Indicator 1**
Construct and publish information in printed and electronic form.

**Benchmark C**
Select appropriate technology communication tools and design collaborative interactive projects and activities to communicate with others.

**Indicator 2**
Disseminate results obtained through collaborative research projects to a larger audience.

**Technology and Information Literacy**

**Benchmark D**
Select, access and use appropriate electronic resources for a defined information need.

### Lesson Summary:

Is our era “the best of times” or “the worst of times” for research projects? There appear to be two sides to this story. Do typical assignments motivate our students to practice plagiarism or develop discourse? Have light-speed search engines and point-click word processing tools rendered the act of copying someone else’s work standard operating procedure? Or can thoughtful educators still cultivate civil fledgling debaters? The truth lies in the middle. Although intentional or inadvertent appropriation of ideas and verbiage definitely predates computers, technology has rendered information theft effortless; many students do not recognize it is wrong while others are aware and defiant. Engender responsibility and circumspection in students by designing experiences that emphasize carefully sequenced and articulated processes and culminate with students crafting authentic products.

This lesson brings together technology, English language arts and library media content and is designed for the middle school classroom. It can be taught by the English language arts teacher in collaboration with the school library media specialists.

### Estimated Duration:

Ten hours—Three 50-minute class periods for research and planning, three 50-minute periods for creating the Web site and three 50-minute periods for presentations plus at least two hours and 30 minutes of work outside class.

### Commentary:

In this lesson, students complete a series of research and composition processes. Students explore published responses to controversial questions that connect to aspects of their lives. Students create Web sites that present their resulting discoveries and reactions. The processes employed to prepare the Web site are equally important or perhaps even more important than the final product. The formal rubric fuses formative and summative assessment of process and product.
Two Sides to Every Story – Grade Eight
Interdisciplinary Lesson

<table>
<thead>
<tr>
<th>Indicator 1</th>
<th>Select research databases that align with identified information need.</th>
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<tbody>
<tr>
<td>Indicator 2</td>
<td>Retrieve information in different types of subscription databases to support information for a curricular need.</td>
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<tr>
<td>Indicator 3</td>
<td>Locate and use advanced search features and appropriate tools such as Boolean operators and a thesaurus in an online database.</td>
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**English Language Arts**

**Research**

**Benchmark C**
Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.

**Indicator 5**
Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.

**Benchmark E**
Communicate findings, reporting on the substance and processes orally, visually and in writing, or through multimedia.

Students work toward three connected objectives:
1. To become competent, discerning users of electronic databases
2. To be fair and circumspect
3. To analyze material and then synthesize facts, examples, anecdotes and opinions into a cogent multi-media presentation

This presentation should show recognition of undisputed facts on which both sides agree and appreciation for valid arguments that support opposing viewpoints. The presentations may also highlight the researchers' reactions.

**Pre-Assessment:**
- First assess student capacity in communications applications.
- Ask the class the following questions:
  - Does anyone know ways to build a Web site (programs, techniques, elements to include)?
  - Has anyone built a Web site? Some students probably have.
  - What do you know about the ways Web sites are made available for others to view?
  - Ask those who have created sites to share them and their experiences building them with the class.
  - Does anyone know how to build a site using word processing software?
- Next assess student capacity in information literacy, research and the writing process.
- Have available to the class several copies of various local and national newspapers and/or periodicals or articles selected from these and reproduced.
- Have the students choose partners.
- Instruct the students to search through these materials to find examples of interesting or complicated problems and complex issues—conflicts over which people involved appear to take sides. If using pre-selected articles, distribute one per team and have the pair read and analyze them.
Two Sides to Every Story – Grade Eight
Interdisciplinary Lesson

<table>
<thead>
<tr>
<th>Indicator 8</th>
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</thead>
<tbody>
<tr>
<td>Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</td>
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</table>

**Writing Process**

**Benchmark D**

Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

<table>
<thead>
<tr>
<th>Indicator 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</td>
</tr>
</tbody>
</table>

• Instruct the students to take some notes to describe the conflict. Ask the following questions:
  o What is the problem?
  o Who is in conflict with whom?
  o What facts and opinions support each side?
  o Where could more information be found to support or contradict each side's arguments?
  o What questions could be asked to drive further inquiry?
  o What search terms could be used to search for more information in a search engine?
  o What about a database?
  o What different kinds of sources and information would be yielded by search engines versus databases?

• Have the students complete a Venn diagram that describes the conflict and report to the class. (See Attachment A.)

**Instructional Tip:**

Consider giving advanced students an option to complete the pre-assessment independently. Instruct them to choose a controversial issue, use databases to conduct some research, complete the Venn diagram and report back to the class. Use this work as a foundation for the rest of the project.

**Scoring Guidelines:**

• For communications applications, note which students seem to have advanced expertise. They may be encouraged to use alternative means (versus word processing software) of creating their Web sites, such as WYSIWYG software or HTML. Some may enjoy serving as peer mentors.

• For the other indicators, use information gleaned from the class responses during discussion and their work with the Venn diagram. Complete a simple checklist and prepare to teach/re-teach as necessary. This is a good opportunity to review critical reading techniques.
Post-Assessment:
- The effectiveness of this lesson depends on the formative assessments that occur at various times in the research and composing processes. Monitor students, provide feedback and consider awarding points for completion of steps in the processes. Use lists of process steps so students may self-direct and chart their progress. (See Attachments F, K and L.) See the sample point/grade sheet as an illustration. Manipulate this distribution to meet the specific local/class grading method and scale. (See Attachment B.)
- Arrange for student partners to present their Web sites. Preferably, store the Web sites on a school server, accessible to all. Have students open, view, and rate one another’s sites. Or project the Web sites for the class while the creator(s) narrate. If local IT protocols support it, post the sites to the World Wide Web. (In this case, exercise caution to protect students and their privacy.)

Scoring Guidelines:
- Use the formal rubric to evaluate their work. (See Attachment C.) The rubric represents a fusion of formative and summative assessments. It may be employed during and/or at the culmination of the lesson. Translate the rubric information to grades in a manner appropriate for the particular class, perhaps in conjunction with the checklist of tasks. (See Attachment B.)
- Have students view and use a rubric to evaluate and respond to one another’s work. Provide student-friendly rubrics. (See Attachment M.)

Instructional Procedures:

Days One through Three
1. Prepare students before beginning the actual research. Direct students to choose partners with whom they can work efficiently or assign partnerships based on ability, interest, or a combination of these. Note that advanced students may enjoy working with advanced students.
2. Present a list of controversial issues and assign each question to a pair. Try to accommodate student preferences. Provide a list of suggested topics. (See Attachment D.)
3. Distribute all the processing materials. Begin with the project overview. (See Attachment E.)
4. Distribute and discuss the formal rubric for evaluating student work. (See Attachment C.) Conduct a similar discussion and review of the student rubric. (See Attachment M.)
5. Distribute and discuss the project steps handout. (See Attachment F.) Stress the importance of storing and saving all materials from the outset to the conclusion of the project.
6. If possible, enlist the assistance of a library media specialist, meet in the media center and ask the staff there to provide a basic orientation to the facility’s resources and policies. A tour of the Infohio Web site (www.infohio.org) would be beneficial to students.
7. Provide students with criteria for evaluating the validity of periodicals and other current sources of information. Discuss how to evaluate sources for authority, accuracy, objectivity, publication date and coverage. Define primary and secondary sources.
Two Sides to Every Story – Grade Eight  
Interdisciplinary Lesson

(Note: students must limit their research to specific online databases and certain kinds of materials they should seek.)

8. Teach or review and practice how to define search terms, particularly Boolean operators, and how to refine searches as necessary. Lead students through model searches using the issues featured in the pre-assessment.

9. Use an LCD projector and demonstrate the mechanics of the online databases students should use. Spotlight a variety of available databases and note their significant, unique features.

10. Provide students time to conduct their research, accessing at least four articles on two sides of their controversial issue, two pro and two con or articles with sufficient information to cover both sides. Remind students to use discernment in choosing articles. They should pre-test each source for validity using the final portion of the note sheet. (See Attachment G.)

11. Require students to print out copies of their articles. Teach them to format for printing. Be certain they are keeping track of bibliographical information, especially if they cut/paste into a word processing program.

12. Instruct students to read the articles they find carefully and take notes using copies of Attachment G. If possible, provide highlighters and sticky notes. Remind students to analyze information they read. Direct them to paraphrase ideas or to record direct quotes on both sides of their issue. Look for facts, illustrative stories and opinions of experts.

13. As students finish taking notes on each resource, instruct them to draw conclusions about its overall validity and complete that section of the note sheet. Finally, have students staple each article to its note sheet.

14. Insist that students keep meticulous track of their sources, credit each and record them in proper form.

15. Once the students have selected their materials and taken notes, conduct a formative assessment—give constructive feedback and credit for completing this phase of the project.

Days Four through Six

16. Instruct students to transfer information from their note sheets to source cards and note cards. Guide them through this step, using a set of printed directions. (See Attachment H.) Adapt citation format to match local standards.

17. Ask students to sort their note cards into three categories: Undisputed facts, “Pro” or supporting information and “Con” or contradictory information. Circulate around the room to help clarify students’ topics and the pro/con information. Suggest students use contrasting colors to highlight the opposing sides of the argument.

18. After students check for adequate information, they can begin to select and organize ideas to include in the presentation. Use Attachment I as a planning guide for this phase.

Instructional Tip:
At this point, some students may realize they need more or different resources. Facilitate their renewed search.
19. Conduct a formative assessment: provide constructive feedback and award credit for completion of this phase.

20. Coach students as they create the storyboards for their Web sites. (See Attachment J.) When these are completed, conduct another formative assessment—edit for mechanical errors, give constructive feedback and credit for completing this phase of the project.

21. Secure access to computers (lab space may be best), provide written instructions, and supervise students as they create their 6-page Web sites. Be sure each member of the pair participates. Ensure that everyone participates and gains experience while guarding against one unequal assumption of responsibility.

22. Preview the directions included with this lesson plan and tailor these to meet your computer lab configuration.

**Instructional Tip:**
The directions are written for common word processing software. Feel free to use more sophisticated Web authoring programming. After you have pre-tested and adjusted instructions for creating a web and inserting hyperlinks, distribute copies to students. (See Attachments K and L.)

**Days Seven through 10**

23. Organize equipment and a speakers' schedule.

24. If Web pages can be saved and displayed and/or accessed from the school’s server, set this up.

25. Have students present their Web sites.

26. Use the rubric to assess these presentations. (See Attachment C.)

27. Have students debrief following the presentations and provide feedback both on the experience and on the quality of Web pages.

**Instructional Tips:**
Generate controversial topics, tailor to your school, area and the times. Topics applicable to students’ lives usually work better. The topics included with this lesson have been “pre-searched” to insure productive database searches. Modify the list and, if appropriate, add student suggestions.

- What databases? Discover and take full advantage of those provided via your school library, local public library and/or state library system. Consult your school library media specialist for assistance.
- Demonstrate various steps of the project, from database manipulation to hyper linking with a LCD projector.
- Articulate that the note-taking process is a means to an end. Students need to gather ideas, to paraphrase, sort and organize them. Check to make sure that students are reading carefully.
- If possible, organize the student Web sites into a class Web site and post. If their work is going out onto the World Wide Web, remember to guard student identities.
Differentiated Instructional Support:
Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Students have choices. They choose from a variety of topics. They elect whether or not to work with a partner or small team. They have myriad design options open as they build their Web sites.
- Students may collaborate with others whose skills augment or complement their own. The pre-assessment should yield helpful data for grouping for differentiated instruction. Avoid having advanced students spend instructional time on material already mastered. They should serve as peer tutors only by personal choice.
- Databases available to schools offer reading materials at various levels of difficulty. Many label their holdings “Easy/Medium/Difficult.” Some use Lexile scores. Students who know their comprehension range can self-select. Lead all students toward articles at independent or instructional reading levels.
- Realize that students complete the written aspect of the Web site with varying levels of expertise. Some may write short sentences; others may write complex ones. Provide all students appropriate individual feedback on content and form as well as ample opportunities to rewrite, refine and polish.
- Allow more experienced students to design and use electronic tools for organizing, classifying and evaluating information. Give advanced students the option of replacing the note-taking template, note cards, worksheet and storyboard with equivalent electronic databases or a software package designed specifically for collecting and organizing information.
- Allow students experienced with Web site design to forge ahead independently and employ more sophisticated Web-authoring software.
- Be aware that some students are extraordinarily empathetic and become emotionally involved in the project especially if they have chosen topics about which they have strong personal opinions. Additionally, note that adolescents, highly idealistic, may be disturbed to learn that individuals, organizations and governments often act contrary to “facts,” based on special interests including self interest, politics, religious beliefs or cultural values. Students may also experience uncomfortable cognitive dissonance if their research leads them to facts that challenge their own beliefs and values. Establish some ground rules for constructive and respectful debate among students. Be prepared to deal with student emotion.

Extensions:
- Discuss the ethics of research, the concept of plagiarism, and the elements of copyright law.
- Broaden subsequent research to include Web sites, with appropriate evaluation of these for authority, credibility, etc.
- Analyze the dynamics of argument and persuasion. Design and develop persuasive presentations or compositions.
Two Sides to Every Story – Grade Eight
Interdisciplinary Lesson

• Conduct panel discussions or debates on controversial topics.
• Discover more about the precepts of visual design and user interface. Critique or edit Web sites according to these precepts.
• Make Web pages and sites an option for student products. Encourage those who are ready and able to implement more sophisticated Web authoring programming and techniques.
• Have an attorney visit and explain how a prosecution or defense is prepared and carried out.
• Have a Web designer visit to discuss this craft and perhaps offer commentary on the student work. Consider using an older student enrolled in the appropriate classes.
• Students may quickly discover that there are often more than “two sides” to every story. This is a highly desirable outcome. Be flexible and provide guidance for the students who need to modify the focus of their research and structure of their product as they learn more about the topic/issue chosen to allow them to grapple with as much complexity as developmentally appropriate. Be prepared to re-title the lesson “AT LEAST Two Sides to Every Story.”
• Either before or after this project, have students investigate think tanks on the topics or issues they advocate and their Web sites. A comprehensive directory of think tanks can be accessed on the Web via a search engine. Students can critique the accuracy of facts presented, the aesthetics and navigability of the Web site and the visual elements and/or rhetorical skill with which information is presented to persuade an audience. Students can examine Web sites on opposite sides of an issue.
• Either before or after this project introduce advanced students to common logical fallacies and/or all students to a set of selected, easily recognizable fallacies (such as bandwagon, false cause, or appeal to emotion). Send students on a fallacy scavenger hunt to find examples of fallacious logic used in support of a particular argument.

Home Connections:
Many schools belong to consortiums that supply students with online access to research resources at their homes. This would be a great opportunity for parents/guardians to become involved in the discussions.

Materials and Resources:
The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site’s main page; therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time; therefore, the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.
Two Sides to Every Story – Grade Eight
Interdisciplinary Lesson

Note: Some Web sites contain material that is protected by copyright. Teachers should ensure that any use of material from the Web does not infringe upon the content owner's copyright.

For the teacher: computer with word processor software, printer with paper, LCD multimedia projector, Internet access

For the student: computer with word processor software, printer with paper, Library, Internet access, access to online electronic databases, capacity for storage, copies of handouts and worksheets

Vocabulary:

• authority - An author’s background; experiences that qualify him/her as a trustworthy source of information and commentary on a topic
• argument - A conflict of ideas; a rational presentation of information designed to convince or persuade
• bibliography - In purest terms, a set of books; in modern times, a collection of resources both print and digital
• Boolean operators/searching - Searching that allows a researcher to combine keywords and phrases. The words AND, OR, NOT, and BUT NOT are known as Boolean operators and can be used to join descriptors. Words can be truncated to allow for variant forms of a word. In this manner, a researcher can limit or expand results based on potential usefulness. The name comes from George Boole, a 19th Century mathematician and logician.
• con - Against; in opposition to an idea
• controversy; controversial issue - A problem or conflict about which people argue, form opinions, and take sides
• coverage - The quality of adequately focusing on and appropriately discussing a topic or idea
• database - A searchable, indexed collection of materials, usually electronic and often available on the Internet
• debate - A formal, civilized disagreement over an issue
• detail - a fact, statistic, example, illustrative point or anecdote used to support a main idea
• dispute; disputant; disputed - A conflict; Someone involved in a conflict; Conflicted
• draft - An early or interim version of work that is eventually polished and refined
• fact - A statement that can be proven true or false
• main idea - A premise that supports an author’s thesis
• mechanics - Spelling, grammar, punctuation
• objectivity - The quality of maintaining fairness
• opinion - A person’s reasoned and/or heartfelt theory on a particular issue
• paraphrase - To carefully rephrase what is read or heard into a person’s own and simpler words
• periodical - A publication that is produced and released intermittently, such as a magazine
Two Sides to Every Story – Grade Eight
Interdisciplinary Lesson

- persuasion - The technique of skillfully convincing someone to think or feel as you do
- primary source - Material written or reported by a person who has first-hand experience
- pro - In favor of; in agreement with an idea
- publication date - The date listed with the copyright of a written work
- research process - The method by which an individual goes about defining information needs, locating and using information, and creating new information
- rubric - A scoring guide
- search engine - The software and algorithms used to perform searches on a Web site
- search terms - Keywords that are plugged into a search engine or database to start a search
- secondary source - A report on event(s) the author has researched but not personally experienced
- source card - A 3 by 5 card on which bibliographic information for one resource is recorded
- storyboard - A plan or draft for a Web page or site
- support - A fact, statistic, example, anecdote, or opinion that is used to back up and reinforce a main idea
- undisputed - Not contested; something which people agree is true
- valid; validity - True and reliable; the quality of being true and reliable
- Web page - A document created in special computer language (HTML), available on the World Wide Web
- Web site - A collection of Web pages
- World Wide Web - A system of Internet servers that link documents and other resources together

Library Connections:
In 2003, the State Board of Education and the Ohio Department of Education established library guidelines that represent a standards-based education approach to school library programs. Entitled Academic Content Standards K-12 Guidelines Library, Ohio’s library guidelines provide a variety of content-specific, grade-level indicators describing information literacy, literacy linked to library-based technologies, and media literacy experiences for students. Featured on pages 204-219 are sample activities for making library connections across academic content standards and disciplines. Also included are grade-band models for student research and specific information concerning copyright and fair use of materials laws. K-12 teachers are encouraged to utilize the library guidelines and collaborate with the school library media specialist whenever possible. Ohio’s library guidelines can be found under the heading of Library at www.ode.state.oh.us, keyword search Library.

- Conduct the research phase of the project in the school library with the assistance of the school librarian. Use the staff to discuss the availability and use of databases.
- Ask the librarian to help students understand copyright law and citation formats/procedures.
Library Guidelines

Information Literacy

Benchmark B
Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials.

Indicator 6
Understand plagiarism and its ramifications.

Indicator 7
Discuss intellectual property, copyright and fair use.

Benchmark D
Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

Indicator 4
Evaluate the validity of information by comparing information from different sources for accuracy. What makes the author an expert? Is information the same in multiple sources?

Benchmark E
Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.

Indicator 3
Expand search strategies by using Boolean logic.

Indicator 4
Narrow or broaden search topic/question according to how many resources are located.

Indicator 5
Seek information from a variety of viewpoints.

Indicator 8
Use a teacher- or district-designated citation-style manual to credit sources used in work (e.g., MLA Style Manual, APA Guidelines).

Indicator 10
Take notes, organize information into logical sequence, and create a draft product (e.g., report, research paper, presentation).

Indicator 13
Communicate, publish and disseminate findings to multiple audiences in a variety of formats (e.g., report, speech, presentation, Web site).

Technology Literacy

Benchmark C
Select, access and use appropriate electronic resources for a defined information need.

Indicator 1
Select research databases that align with identified information need (e.g., specialized databases on government, science, history, as needed for assignments).

Indicator 2
Locate and use advanced search features and appropriate tools such as Boolean operators ("AND," "OR," "NOT") and a thesaurus in an online database.
Research Connections:

1. Summarizing and note taking are two of the most powerful skills to help students identify and understand the most important aspects of what they are learning.
2. Reinforcing effort and providing recognition addresses students’ attitudes and beliefs about themselves as learners. They have positive affect on student learning.
3. Nonlinguistic representations help students think about and recall knowledge. This includes the following:
   • Creating graphic representations (organizers),
   • Making physical models,
   • Generating mental pictures
   • Drawing pictures and pictographs, and
   • Engaging in kinesthetic activity.
4. Cooperative learning has a powerful effect on student learning. This type of grouping includes the following elements:
   • Positive interdependence,
   • Face-to-face promotive interaction,
   • Individual and group accountability,
   • Interpersonal and small group skills, and
   • Group processing.


“Educational technology is nudging literacy instruction beyond its oral and print-based tradition to embrace online and electronic texts as well as multimedia. Computers are creating new opportunities for writing and collaborating. The Internet is constructing global bridges for students to communicate, underscoring the need for rock-solid reading and writing skills. By changing the way that information is absorbed, processed, and used, technology is influencing how people read, write, listen, and communicate.”


Standards-based student assessment supports the systematic, multi-step process of collecting evidence on student learning, understanding and abilities and using that information to inform instruction and provide feedback to the learner, thereby enhancing
learning. Students should be assessed often using a variety of tools and methods. The design of student assessments should follow set principles, such as utilizing authentic assessment that provides students the opportunity to demonstrate their knowledge and abilities in real-world situations. Note: the complete publication and other resource materials are available online at the Ohio page of the ITEA Center to Advance the Teaching of Technology and Science [CATTS] web link: http://www.iteaconnect.org/EbD/CATTresources/CATTresourcesOH01.htm

**General Tips:**
Develop instructions for creating the Web site and inserting hyperlinks for a specific network and lab. Those included here may or may not work in a particular environment. Be sure to give these a trial run and implement any changes before the students begin this phase of the project.

**Attachments:**
Attachment A, *Pre-Assessment Worksheet*
Attachment B, *Project Components and Suggested Point Distribution*
Attachment C, *Formal Rubric for Teacher Evaluation*
Attachment D, *Suggested Topics*
Attachment E, *Project Overview*
Attachment F, *Project Steps*
Attachment G, *Template for Taking Notes*
Attachment H, *Instructions for Creating and Using Source and Note Cards*
Attachment I, *Worksheet for Organizing Research and Checking for Coverage*
Attachment J, *Story Board Template*
Attachment K, *Handout on How to Create a Web in a Word Processing Program*
Attachment L, *Handout on How to Insert Hyperlinks*
Attachment M, *Rubric for Student Use*
Two Sides to Every Story – Grade Eight
Interdisciplinary Lesson

Attachment A
Pre-Assessment Worksheet

Two Sides to Every Story or Issue:

Supports for Side A
Facts:
Undisputed Facts
Opinions:

Supports for Side B
Facts:
Opinions:
Two Sides to Every Story – Grade Eight
Interdisciplinary Lesson

Attachment B
Project Components and Suggested Point Distribution

SAMPLE Point/Grade Sheet

<table>
<thead>
<tr>
<th>Task</th>
<th>Product</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses databases to find four articles</td>
<td>Note sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads articles</td>
<td>Highlight, make notes in margins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Records bibilographic information</td>
<td>Note sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes notes</td>
<td>Note sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers bibliographic information to cards</td>
<td>Source cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers notes to cards</td>
<td>Note cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checks for coverage</td>
<td>Sheet—Organizing Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizes notes</td>
<td>Story Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes all six pages</td>
<td>Home</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Undisputed Facts

“Pro” Argument—including facts, opinions, anecdotes

“Con” Argument—including facts, opinions, anecdotes

Resources—in prescribed format

Researcher Opinions

Includes color, graphics, other design elements

Web pages

Links pages

Web pages with navigation bar, Web site
## Attachment C
Formal Rubric for Teacher Evaluation

<table>
<thead>
<tr>
<th>Standards--The Student…</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Approaches Standards</th>
<th>Comments/Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructs and publishes information in printed and electronic form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student develops and polishes two quality products: First, a paper story board and second, a six-page Web site. The products constitute a cogent, circumspect response to the research question. There is a home or anchor page introducing the topic, a set of undisputed facts, a report of the pro response to the research question, a report of the con response, a statement of the researcher’s reflection and a compilation of resources consulted. The materials used to support aspects of the presentation include facts, statistics, examples, anecdotes, and expert opinions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Disseminates results obtained through collaborative research projects to a larger audience</td>
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</tr>
<tr>
<td>The student works productively and efficiently with a partner to research oppositional published responses to a controversial issue. The student contributes responsibly to the shared enterprise and prepares a Web site that is worthy of sharing with class members and others in and beyond the school community.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects research databases that align with identified information need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student surveys material available via databases specified by the teacher and selects valid, credible articles that, as a set, provide adequate coverage of the topic—undisputed facts, pro responses and con responses. The student previews the material and exercises discernment, refusing to settle for the most those located most expediently. The student finds materials that supply facts, statistics, examples, anecdotes and expert opinions that address the research question.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retrieves information in different types of subscription databases to support information for a curricular need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student follows instructions for printing that accompany various databases and cultivates an organized collection of project materials, keeping careful track of sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locates and uses advanced search features and appropriate tools such as Boolean operators and a thesaurus in an online database</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student derives search terms from the selected research questions, varies, and modifies these as the search progresses in order to access the most appropriate materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compiles and organizes the important information and selects appropriate sources to support central ideas, concepts and themes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student reads the materials and completes the note sheets thoughtfully and thoroughly, paraphrasing carefully. The student transfers information to source and note cards. The student uses the organizing worksheet to determine if he/she needs more information or different information. The student drafts and polishes a storyboard for the Web site.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Standards--
**The Student…**

<table>
<thead>
<tr>
<th>Uses a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Approaches Standards</th>
<th>Comments/Implications</th>
</tr>
</thead>
</table>

*The student completes the story board and the Web site. The Web site includes analysis of opposing view points on the research question and a synthesis of the student’s own reflection and response. The student is able to present, discuss, and defend the elements of this Web site.*

<table>
<thead>
<tr>
<th>Compares and contrasts the treatment, scope and organization of ideas from different sources on the same topic</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Approaches Standards</th>
<th>Comments/Implications</th>
</tr>
</thead>
</table>

*The student chooses the most cogent materials available on at least two sides of the controversial research question. He/she finds at least two examples of thought on each side. The student presents a thorough picture of each side and juxtaposes the opposing view points. He/she synthesizes a circumspect personal reflection/response.*

<table>
<thead>
<tr>
<th>Prepares for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Approaches Standards</th>
<th>Comments/Implications</th>
</tr>
</thead>
</table>

*The student creates an organized and thoroughly developed, six-page Web site that is visually appealing—with effective use of color, photographs, graphics, fonts, spacing. The links work. The mechanics are correct.*
1. Should communities build skateboard parks for skateboarders?
2. Are teen curfews effective?
3. Is a sixteen-year-old mature enough for a driver’s license?
4. Should schools enforce dress codes?
5. Should certain athletes have special privileges?
6. Are the FCC (for television and radio) regulations fair?
7. Do teens who work after school succeed academically?
8. Are Japanese students (or any other nationality) smarter than their American counterparts?
9. Should schools and parents use Internet filters to protect teens from the dangers that lurk in cyberspace?
10. Can a teen thrive on a vegetarian diet?
11. Will the new hybrid cars effectively decrease our dependence on fossil fuels?
12. Do single-sex versus coed schools provide a better learning environment?
13. Are high-stakes tests, like the SAT, a fair measure of student achievement?
14. Should we buy clothes and other products manufactured in countries where workers are paid very low wages?
15. Does playing violent video games predispose teens to behave more violently?
16. Should women in the armed forces be permitted to serve on the front lines of combat?
17. Is downloading music ethical?
18. Is the mainstream media biased?
19. Should people new to America work toward assimilating into the mainstream or work to retain their cultural identity?
20. Should college-age athletes be required to spend a minimum number of years playing for a college or university before joining a professional team?
Two Sides to Every Story – Grade Eight
Interdisciplinary Lesson

Attachment E
Project Overview

Undertake and complete this project with one partner. Research, document, prepare and deliver a Web site that presents both sides of a controversial issue. Use the days scheduled in the Learning Resource Center/Library, which should be more than enough to plan with your partner, to access your material and to make a solid start on reading/writing about your topic. Use additional days to work together in the classroom. Expect to work outside of class as well. With careful planning and division of labor, work separately at home as needed.

Before we visit the LRC:
• Preview the project
• Choose a controversial issue
• Choose a partner with whom you can work efficiently

While in the LRC:
• Review the procedures for using the LRC.
• Receive and review the criteria for evaluating periodicals and other sources of information, learn to choose reliable sources of information and practice evaluating sources for reliability and suitability.
Tip: Share equally in presentation preparation.

• Brush up on the skills needed to define and refine a search.
• Develop your ability to use electronic databases.
• Access at least four articles on two sides of a controversial issue-- two pro and two con or mixed articles with sufficient information to cover both sides.
• Carefully read the articles you find and take pertinent notes using the provided forms.

Tip: Work hard to analyze the information you read. Paraphrase or record direct quotes on both sides of your issue: facts, illustrative stories, and opinions.
• Keep meticulous track of your sources, credit these, and record them in proper form.)

Tip: Refer to the guide for bibliography published by the LRC.

• Eventually, prepare, practice and present your topic as a Web site.
Check off each task when completed

☐ Use databases to find a minimum of 4 articles. Remember: The acceptable databases are SIRS/Discoverer, Lexis/Nexus, and Electric Library.

☐ Read the articles. Highlight, underline, and make notes in the margins.

☐ On the special sheets provided for taking notes, record bibliographic information about each article. Use one sheet for each article. Give each source a number: 1,2,3,4, etc.

☐ Take notes on each article. Use the special sheets provided. (Again, minimum of 4)

☐ Look for Main Ideas and Details that provide facts, statistics, examples, stories about people’s experiences, expert quotations, etc. in support of both sides of your question.

☐ Staple each note sheet on top of its article.

☐ Have your note sheets checked by the teacher. (Credit will be recorded.)

☐ Transfer the bibliography information from each note sheet to one file card for each sheet, using the process demonstrated in class and the guide from the LRC. You should end up with a minimum of 4 source cards.

☐ Have your source cards checked by the teacher.

☐ Transfer each note—Main Idea or Detail—to one small file card each. Use the process demonstrated in class. You should end up with a minimum of 36 note cards per partnership—9 from each sheet. You might have more. If your 4 sources do not yield 36 notes that means you need at least one more source. Put the number of the Source in the top right corner of the card, followed by a dash and then a number to indicate if this note is number 1,2,3, etc. from that Source. For instance, for Source 1, you will have 9 cards: 1-1, 1-2, 1-3, 1-4, etc. up to at least 1-9. Remember: Only one note per card.

☐ Have your note cards checked by the teacher. (Credit will be recorded.)

☐ Complete the sheet entitled “Worksheet for Organizing Research and Checking for Coverage.” If there are gaps on one side or the other, or in one or more categories, you need more sources or different sources. Have this sheet checked by the teacher.

☐ Sort your cards into a stack for Undisputed Facts, a PRO stack and a CON stack.

☐ Arrange the Undisputed Facts note cards in good presentation order. Arrange the PRO note cards in a good presentation order. Do the same for the CON note cards.

☐ Write up a plan for your Web, using the provided Story Board form.

☐ Have your plan checked by the teacher.

YOU ARE READY TO BEGIN BUILDING YOUR WEB SITE. See separate instructions for that phase of the project.
Attachment G
Template for Taking Notes

<table>
<thead>
<tr>
<th>Article/Source #</th>
<th>Record the bibliographic information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Title of article</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Title of publication</td>
<td></td>
</tr>
<tr>
<td>This is _____magazine/periodical _____newspaper _____book excerpt _____transcript _____other</td>
<td></td>
</tr>
<tr>
<td>Publisher</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Date of publication</td>
<td></td>
</tr>
<tr>
<td>Page numbers(s) in original publication (if available)</td>
<td></td>
</tr>
<tr>
<td>Other information on publication (volume number)</td>
<td></td>
</tr>
<tr>
<td>Accessed via which database?</td>
<td></td>
</tr>
<tr>
<td>Accessed using these search terms:</td>
<td></td>
</tr>
<tr>
<td>Date accessed</td>
<td></td>
</tr>
<tr>
<td>Additional information</td>
<td></td>
</tr>
</tbody>
</table>

Read and think about the article. Use highlighters and/or sticky notes to help you keep track of the author’s ideas and your own analysis. Go over it again and decide on and record the author’s three most important ideas. Ask yourself: What are the three points the author seems to want readers to agree with and remember? Paraphrase and record these on the form. Unless you decide to quote directly, translate the ideas into your own words. If you do quote directly, punctuate correctly. Look for the details the author uses to support his or her main ideas. Paraphrase and record these.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Types of Information (Circle any/all that apply): Fact, Statistic, Example, Anecdote, Opinion, Direct Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source#-1</td>
<td>Fact, Statistic, Example, Anecdote, Opinion, Direct Quote</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Detail</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Source#-1-1</td>
<td>Fact, Statistic, Example, Anecdote, Opinion, Direct Quote</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Detail</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Source#-1-2</td>
<td>Fact, Statistic, Example, Anecdote, Opinion, Direct Quote</td>
</tr>
</tbody>
</table>
## Attachment G (continued)
### Template for Taking Notes

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Source# <em>-2</em></th>
<th>Types of Information (Circle any/all that apply): Fact, Statistic, Example, Anecdote, Opinion, Direct Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail</td>
<td>Source# <em>-2-1</em></td>
<td>Fact, Statistic, Example, Anecdote, Opinion, Direct Quote</td>
</tr>
<tr>
<td>Detail</td>
<td>Source# <em>-2-2</em></td>
<td>Fact, Statistic, Example, Anecdote, Opinion, Direct Quote</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Source# <em>-3</em></th>
<th>Types of Information (Circle any/all that apply): Fact, Statistic, Example, Anecdote, Opinion, Direct Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail</td>
<td>Source# <em>-3-1</em></td>
<td>Fact, Statistic, Example, Anecdote, Opinion, Direct Quote</td>
</tr>
<tr>
<td>Detail</td>
<td>Source# <em>-3-2</em></td>
<td>Fact, Statistic, Example, Anecdote, Opinion, Direct Quote</td>
</tr>
</tbody>
</table>
Validity Check

_____ Authority - The author has background and qualifications to write on this topic because:

Is this a _____ primary or _____ secondary source?

_____ Accuracy - The information included seems true. It checks out with what others write about the topic.

_____ Objectivity - The author presents a balanced view, covering both sides.

_____ Publication date - The article was published within the last three years.

_____ Coverage - The author presents several main ideas on this topic and backs up each with details.
After reading, analyzing and recording three sets of notes, transfer your notes from the note pages to note cards. Use the format below.

Source card

Source # _____

Author. Article Title. Publication Title. Publisher.  
Date of publication. Page numbers if applicable.  
Name of Database. Accessed on ____________.

Note card

__________  In the upper right corner,  
record the number of the note from its box on the Note Page:  2 digits for a main idea and 3 for a detail.

Copy the note here. Continue to develop your paraphrase. Remember: There should be only one idea on each card.
Go through your cards. Write the source number and the card number of each note. Check to make sure:
(1) You have a mix of notes from all your sources. You should see a mix of numbers in each section of the Source column.
(2) You have sufficient information for all parts of your report. You should have at least one note for each row on the chart.

If you have gaps in coverage, you may need more or different information. Return to the databases. Revise search terms and look for additional articles.

Use the space in the wide column for your ideas, comments, and reminders to yourself.

**Undisputed Facts:**

<table>
<thead>
<tr>
<th>Fact</th>
<th>Source#</th>
<th>Card#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Pro Side**

<table>
<thead>
<tr>
<th>Facts, Statistics, Important Points</th>
<th>Source#</th>
<th>Card#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Two Sides to Every Story – Grade Eight
Interdisciplinary Lesson

Attachment I (continued)
Worksheet for Organizing Research and Checking for Coverage

<table>
<thead>
<tr>
<th>Examples, Anecdotes</th>
<th>Source#</th>
<th>Card#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opinions, Direct Quotes</th>
<th>Source#</th>
<th>Card#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Con Side |
|---------------------|---------|-------|
| Facts, Statistics, Important Points | Source# | Card# |
|                                     |         |       |
|                                     |         |       |

<table>
<thead>
<tr>
<th>Examples, Anecdotes</th>
<th>Source#</th>
<th>Card#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Attachment I (continued)**

**Worksheet for Organizing Research and Checking for Coverage**

<table>
<thead>
<tr>
<th>Opinions, Direct Quotes</th>
<th>Source#</th>
<th>Card#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other information:
Attachment J
Story Board Template

Student(s)______________________________________________________

Opening or Anchor Page:

Two Sides to Every Story

Graphic-Clip Art
or Photo
(Be sure to credit source!!)

Research Question
Researched by _____________________

Links to…

<table>
<thead>
<tr>
<th>Undisputed Facts</th>
<th>Pro Argument</th>
<th>Con Argument</th>
<th>Resources (Bibliography)</th>
<th>Researcher’s Opinion(s)</th>
</tr>
</thead>
</table>

Undisputed Facts — Write facts in complete sentences, bulleted. Include a minimum of 3. Add clip art and a set of links to other pages.

Undisputed Facts

- Fact 1
- Fact 2
- Fact 3
- Fact 4
- Fact 5
Pro Side - Facts/Stats, Examples, Stories, Opinions (direct quotes punctuated with quotation marks) on the pro side of the story…in complete sentences, bulleted.
Write your supports below.

Title for page…
Attachment J (continued)
Story Board Template

Con Side - Facts/Stats, Examples, Stories, Opinions (direct quotes punctuated with quotation marks) on the con side of the story…in complete sentences, bulleted.
Write your supports below.

Title for page…
Researcher’s Opinion

State and support the answer or reaction to the research question in a short paragraph. Record ideas here:
Resources (bibliography)

RESOURCES

Alphabetize the source cards—by the first letter of the first word on the top line. Starting with the first card in the alphabetical set, type the information from each here. Draft your entries here:
Steps to follow (read through all the directions before starting the project):

In a word processing program, create a new document for your opening page. Type this information:

HOME <return>

The Research Question? (fill in with your question) <return>

Researched by __________ & ________________ (Fill in your first names.) <return>

Add clip art.

**Creating a TABLE**
Create a table that will become your NAVIGATION BAR and place it under the clip art.

- Create a table that contains 5 columns and 1 row.
- Type in these labels for links to additional pages (Note: There will be a total of six pages entitled: Home, Undisputed facts, Pro Argument, Con Argument, Resources and Researcher’s Opinions):

<table>
<thead>
<tr>
<th>Undisputed Facts</th>
<th>Pro Argument</th>
<th>Con Argument</th>
<th>Resources</th>
<th>Researcher’s Opinions</th>
</tr>
</thead>
</table>

- Highlight and transfer this table to the other pages using edit/copy/paste, changing only one box; cut the name of the current page and type the name of the missing one.
- For a special effect:
  In word processing programs, the user has the option of changing the formats (e.g., table format, fonts/colors, fill effect, background, etc.) of the table and the document. Experiment with the options available in the program to obtain a design that meets your needs.

**Design Tips**
1. Web browsers do not read/present all fonts. To be safe, stick to Times New Roman, Arial, Comic Sans or Verdana.
2. It’s good to fit everything for a page like this onto the screen without making someone scroll down to read it all.
3. The best way to ensure that your page looks good on the Web is to center justify and add the contents vertically from top down. Do not place items side by side.
Two Sides to Every Story – Grade Eight
Interdisciplinary Lesson

Attachment K (continued)
How to Create a Web Page in a Word Processing Program

To SAVE
1. Go to FILE.
2. Choose SAVE AS Rich Text Format (RTF). (Save document to the desktop.)
3. Name the document with your last name, your partner’s last name, plus OP (for opening
page). Use no spaces or punctuation. For example, two students named Alphonse Jones
and Lydia Hamilton would name their document JonesHamiltonOP.
4. Create a folder on your desktop. Name this folder ENGLISH.
5. Create a folder “nested” within the ENGLISH folder. Name the folder with your last
name, your partner’s last name, plus web. For example, JonesHamiltonWeb.
6. Click and drag your “opening page” document into this folder.
7. Name and save subsequent pages in the same manner.

Then create the second page, RESOURCES. Create a new RTF document. Save it as a RTF
and name it JonesHamiltonRESOURCES (using your names of course). For this page, the
title is RESOURCES. After the title, type an alphabetized list of citations from what you
recorded on the big file cards. Be careful to follow the format prescribed by the LRC. Feel
free to add colors and graphics as you may have for the opening page. At the end, type
RETURN TO OPENING PAGE, in the center or copy/paste in the Navigation Bar you
created for the opening page and make any appropriate adjustments. For this page, substitute
“Opening Page” for “Resources.”

<table>
<thead>
<tr>
<th>Undisputed facts</th>
<th>Pro Argument</th>
<th>Con Argument</th>
<th>Opening Page</th>
<th>Researcher’s Opinions</th>
</tr>
</thead>
</table>

Next, create your Undisputed Facts, PRO and CON pages. Use bullets to divide the ideas you
present, if desired.

On each page, copy/paste in the navigation table you created for the opening page and make
any appropriate adjustments. Save as JonesHamiltonFACTS, JonesHamiltonCON, and
JonesHamiltonPRO—with your names, of course—not Jones and Hamilton.

Finally, create the Opinions page. Write your opinions (and those of your partner, whether or
not you share them) in complete sentences or short paragraph format.

REMEMBER:
All pages MUST be saved to the folder created for this project on your desktop or school
server.

NEXT: Creating the hyperlinks.
Inserting Hyperlinks
To insert hyperlinks, first create and save the individual pages in ONE folder on your desktop pr server space (see Attachment K). Once revised and polished, open each page in a word processing program, go to FILE and choose SAVE AS WEB PAGE.

- Start with the opening page (Home page). Go to the Navigation Bar.

<table>
<thead>
<tr>
<th>Undisputed Facts</th>
<th>Pro Argument</th>
<th>Con Argument</th>
<th>Resources</th>
<th>Researcher’s Opinions</th>
</tr>
</thead>
</table>

- Click on and highlight the title of a page to which you plan to hyperlink, such as Undisputed Facts.

- Click on “Insert” in the word processing program and select “Hyperlink.”

- Depending on which word processing program is being used, you will be prompted where to find the location of the file you wish to link to. Look on the server space (desktop) for the appropriate folder and appropriate file for the page to which you want to link. Choose the Web page version, e.g., JonesHamiltonWeb. Click it.

- Make sure the name of the file appears in the “Type the name of the file or Web page” line and that the “Text to display” is the name of the page to be linked. Click OK.

- Once the links appear, choose SAVE AS A WEB PAGE.

- The link has been successfully inserted if, when you pass the cursor over the space, a little hand appears.

FINALLY: Once the Web pages are complete (all 6 pages) and functional, print out each page and staple the packet together. Submit this packet and the storyboard to the teacher.
Web created by ___________________________ Question researched ________________________________________________________________

<table>
<thead>
<tr>
<th>Aspects of the Project</th>
<th>Outstanding</th>
<th>Above Expectations</th>
<th>Good Job</th>
<th>Room for Improvement</th>
<th>Comments or Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughness</td>
<td>Develops all six pages; demonstrates a comprehensive understanding of the issue</td>
<td>Develops all six pages; demonstrates a good understanding of the issue</td>
<td>Develops at least five pages; demonstrates some understanding of the issue</td>
<td>Develops fewer than five pages; demonstrates limited understanding of the issue</td>
<td>Missing or inaccurate information characterizes the project</td>
</tr>
<tr>
<td>Thoughtfulness</td>
<td>Fills each page with correct information and sufficient detail</td>
<td>Most pages contain correct and appropriately detailed information</td>
<td>One or two sections have missing or inaccurate information</td>
<td>Missing or inaccurate information characterizes the project</td>
<td>Missing or inaccurate information characterizes the project</td>
</tr>
<tr>
<td>Research and Reporting</td>
<td>Includes several kinds of information: facts, statistics, stories, opinions</td>
<td>Includes most of the following: facts, statistics, stories, opinions</td>
<td>Includes some of the following: facts, statistics, stories, opinions</td>
<td>Omits several of the following: facts, statistics, stories, opinions</td>
<td>Missing or inaccurate information characterizes the project</td>
</tr>
<tr>
<td>Grammar and Mechanics</td>
<td>Presents polished, error-free product</td>
<td>Includes a few minor errors</td>
<td>Includes some errors which interfere with understanding</td>
<td>Multiple errors interfere with comprehending the web content</td>
<td>Missing or inaccurate information characterizes the project</td>
</tr>
<tr>
<td>Webbing</td>
<td>Includes functional and appropriate links</td>
<td>Includes functional links, though some seem less apt</td>
<td>No more than one broken link; appropriateness questionable on a few</td>
<td>Several broken links whose inclusion make no sense</td>
<td>Missing or inaccurate information characterizes the project</td>
</tr>
<tr>
<td>Appearance</td>
<td>Neat, with interesting features, such as colors and graphics</td>
<td>Neat and practical, appropriate for the content</td>
<td>Minor aspects distract from content</td>
<td>Most or all design choices detract from content</td>
<td>Missing or inaccurate information characterizes the project</td>
</tr>
<tr>
<td>Cooperation in Class</td>
<td>Works efficiently and cooperatively at all times</td>
<td>Works efficiently and cooperatively at most of the time</td>
<td>Works efficiently and cooperatively at times</td>
<td>Rarely cooperative or efficient</td>
<td>Missing or inaccurate information characterizes the project</td>
</tr>
<tr>
<td>Your Opinion</td>
<td>Always supports opinion with facts</td>
<td>Often supports opinion with facts</td>
<td>Mostly supports opinion with facts</td>
<td>Rarely supports opinion with facts</td>
<td>Missing or inaccurate information characterizes the project</td>
</tr>
</tbody>
</table>

Web evaluated by________________________