

English, History,
and....

*the 21st Century
Classroom*

ACTE State Convention

October 25, 2008

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Jacksonville State University Writing Project

Co-Director and Teacher Consultant

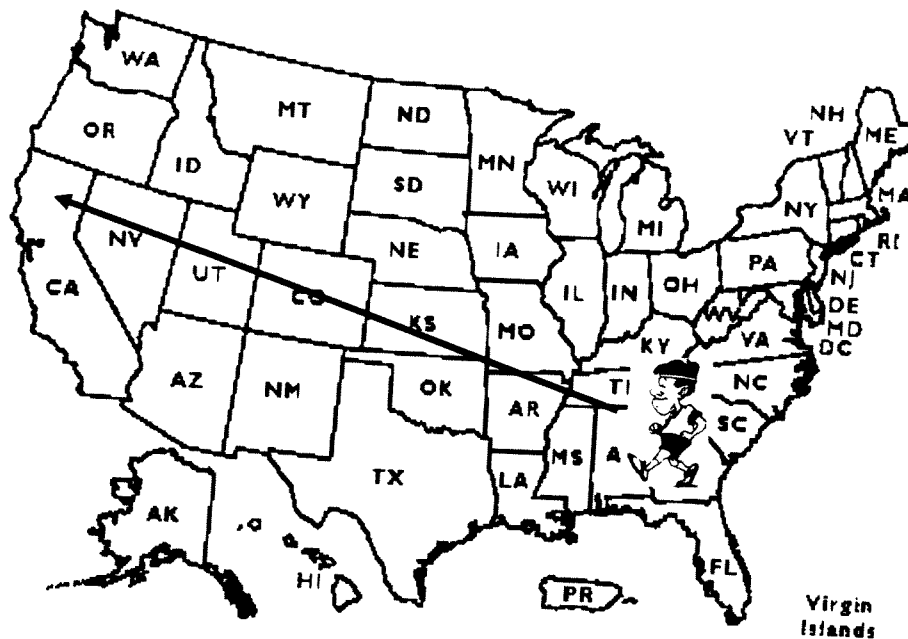
Etowah County Board of Education

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I'm Walking Across America



Brief Description

"My Year Walking through America" is a project in which students use geography, personal finance, journaling, webquests, and wikis to create fictitious memoirs of their travels across America on foot, having only basic camping gear and \$750 in cash on hand. Students must research the anticipated path of their travels (states, tourist attractions, and history), as well as determine possible temporary sources of income. Students then write about their travels, means of income, and epiphanies they encountered along the way. This activity was inspired by Peter Jenkins's autobiography, Walk Across America. All students publish their memoirs online on their school assigned blogs.

I'M WALKING ACROSS AMERICA!

Project

Directions:

- On your map, plot your destination, beginning in Hokes Bluff on the map. You do NOT have to travel in a straight line, although your trip must end on the western or northeastern coast. You have **ONE YEAR** to complete this trip.
- On your paper, you must first introduce yourself and briefly explain what you expect to accomplish on this trip. Then, you must write a detailed description, telling why you are visiting each state. Discuss the attraction it has for you and what you plan to do there. Each state must be discussed in complete paragraphs. Use the Internet for research on each state. You might find some very unusual tourist attractions! ☺
<http://www.roadsideamerica.com/>
<http://www.etractions.com/>
- You have \$750 to spend. Explain how you will spend all the money. Include food, clothing, and any other expenses.
- As for holidays (Christmas, birthday, 4th of July, etc.), tell where you will be and how you will celebrate them.
- You must work for **SIX** weeks somewhere doing something. What will you do, and where will you stay? How much money will you make?
- Turn in your map, timeline, and narratives when finished. Your narratives must also be typed on your Think.com site.

Name: _____

Timeline

January –

State(s):
Money Spent:
Attraction(s):
Notes:

July – 4th of July

State(s):
Money Spent:
Attraction(s):
Notes:

February – Valentine's Day

State(s):
Money Spent:
Attraction(s):
Notes:

August –

State(s):
Money Spent:
Attraction(s):
Notes:

March –

State(s):
Money Spent:
Attraction(s):
Notes:

September –

State(s):
Money Spent:
Attraction(s):
Notes:

April –

State(s):
Money Spent:
Attraction(s):
Notes:

October – Halloween

State(s):
Money Spent:
Attraction(s):
Notes:

May –

State(s):
Money Spent:
Attraction(s):
Notes:

November –

State(s):
Money Spent:
Attraction(s):
Notes:

June –

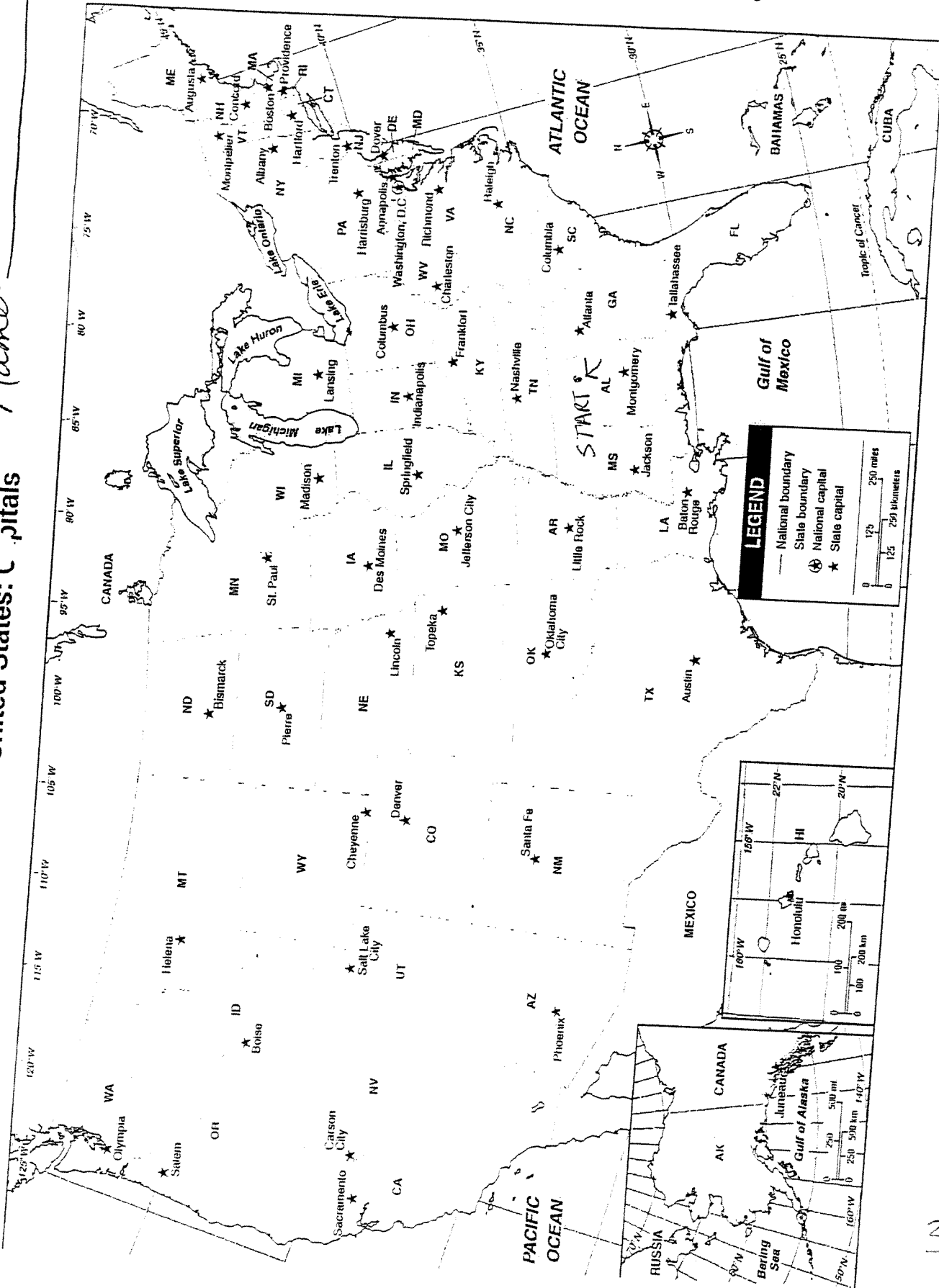
State(s):
Money Spent:
Attraction(s):
Notes:

December – Christmas and New Years

State(s):
Money Spent:
Attraction(s):
Notes:

United States: Capitals

Name: _____



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“I started out searching for myself and my country and found both.” - Peter Jenkins

A Hokes Bluff Middle School 8th grade class read the autobiography, *Walk Across America*, by Peter Jenkins. In this novel, Peter actually walked across the country in the early 70's in order to discover the “real” America. Disenchanted with American hypocrisy and materialism, he began his walk in Alfred, New York and made his way through the heartland. He left only with several hundred dollars, a well-equipped backpack, and his best friend – an Alaskan malamute named Cooper. He planned to earn money working odd jobs as needed, and he tried to camp out as much as possible.

His most anticipated destination was Alabama. Having witnessed much about the state in the media, Peter was eager to confront the “ignorance” of the southern population. George Wallace, the presiding governor at the time, was his main target. His stance on the South was irrevocably altered, however, when he actually reached Alabama and met many a farmer and southern belle. He wrote in this journal, “TAA,” which stood for “Totally amazed by Alabama.” He was overcome with the genteel nature and generosity of Alabamians. For instance, in Orville, a kind farmer named M.C. Jenkins offered his home for several days to Peter because, “if you sho' nuff aw a Jenkins, well, I won't let any kinfolk of mine sleep in that woods, no sa!” Peter stayed and milked cows, ate fine Southern cuisine, mended fences, and shoveled horse “ma-new-a.” He later went to the capital and met the infamous George Wallace. Once again, he was proven wrong when he left Montgomery with an extreme fondness for the “guv-na” that most of the nation knew only for his harsh racial stands.

Before leaving Alabama, he worked in Mobile as a tree surgeon and while there, attended a Southern revival, which was led by a preacher named James Robison. It was then that he found what he had been missing his entire life – salvation and peace. His walk ends in Louisiana, where he lodged at a Christian seminary to write about his journey.

After reading this novel, the 8th grade class was inspired to emulate Peter's adventure. The project was this: Students had \$750 and one year to walk from Hokes Bluff to the western or northeastern shoreline. They were to find a job for at least six weeks and chronicle their trip in a journal. They were to explain the motivation for their destinations, as well as how they would spend their time and money. Students used Mapquest and Roadside America online for their research. Their journals were later published on each student's web page.

While completing this project, students learned so much about their country. The journal entries were riveting and emotional. It was, at times, easy to forget that they were fictional. Below are excerpts from some of the students.

Several weeks later, 8th graders met with their 2nd grade buddies (Mrs. Patti Shields and Mrs. Annette Morgan's class) to share information about their favorite states and attractions. They created limericks to teach fun facts. Maps were provided, and the older students pinpointed the path of their walks. After providing this information and pictures, the 2nd graders wrote descriptive essays with the help of their 8th grade buddies.

Excerpts from the Student's Blogs

From Heather W.:

Hey! My name is Heather and I am walking across America! We have recently been reading the book, "A Walk Across America", by Peter Jenkins, in my 8th grade Reading class. This wonderful book is about a man who is completely fed up with America and wants to do something about it. One day he decides that he and his dog, Cooper, will walk across America to better understand this country and the people in it. Throughout the book, he tells about the interesting people he meets along the way. My favorite is probably the black family that he stays with in Texana, North Carolina. My class decided that we would take our own journey and, just like Peter, Walk Across America! Please join me as I begin in Alabama on February 1, 2005 and end when I reach Washington in January, 2006. Hope you enjoy!

I will begin my journey on February 1, 2005, and end sometime in January 2006. I will be taking my golden retriever, Honey, along with me. Honey and I have trained for three months and we are more than ready! I have \$750 to spend and one year to complete my journey. I will start in my hometown of Hokes Bluff, AL. I plan to walk through the states of Alabama, Mississippi, Louisiana, Texas, New Mexico, Arizona, California, Oregon, and finally, Washington!

April Entry:

We reached Texas on April 5. Honey and I spent the months of April and May in this southern state. Before our experience in Louisiana, neither Honey nor I had never been to a state park before. We enjoyed it so much that I decided to find another to visit in Texas. I was almost tired of searching for a park that would fit my budget, until I came across Big Bend National Park. It fit my budget perfectly and we had a blast. I only ended up spending \$100 during my first month in Texas. Even though I had not splurged or spent much money, I realized we weren't going to make it through an entire year with only \$750. I had to get a job! People and food are probably my two favorite things, so I thought a waitressing job would be perfect for me. I got a job at the Big Texan Steak Ranch. I worked here for 6 weeks and, including tips, made about \$1000 to spend on the rest of my journey. Honey and I were now ready to leave Texas.

May Entry:

We left the big state of Texas on May 22, and began making our way toward New Mexico. I was very excited about this state. I was finally going to learn how to ski! Living in Alabama, I never experienced much snow growing up. However, I had always dreamed of learning how to ski. Now I was finally going to live out my dream!

June Entry:

We arrived at the Taos Ski Valley on June 3. When we first arrived, Honey immediately fell in love with the snow. Being only 3 years old, she had never seen snow before. It was wonderful watching her have so much fun in this winter wonderland, even though it was June. After Honey had her fun with the snow, it was time for me to meet my ski instructor. Her name was Alli, and she was about my age. The first thing she told me was that I would definitely need some ski equipment. I hadn't thought about this! I had only planned to spend \$25 in New Mexico. It wasn't in my budget. I thought my dream was lost when I told Alli that I wouldn't be able to pay for ski equipment. She told me not to worry. I could rent some equipment for only \$15. That included skis, a ski suit, goggles, shoes, a thick pair of socks, and three scarves. I was so relieved! I would still get to learn how to ski! I've always been a fast learner, and skiing was no different. I felt like I was made for the snow! This was one of the greatest experiences of my walk.

From Wade G.:

Hi, my name is Wade G., and I am walking across America. I am setting out to see the sights of this wonderful country. I have camping supplies, \$750 in cash, and the unbridled spirit of exploration to get me through. I plan on walking from my home town of Hokes Bluff, Alabama to the coast of California in a year.

In my reading class we are reading a book called A Walk Across America. The book is about this guy who is fed up with people and the way they are. He's gotten to the point where he hates everything so he decides to walk across America with his dog Cooper and see what everything is all about. He's trying to find himself basically. Our teacher, Mrs. Shields, decided that we were going to "walk across America" too. She gave us a map so we could choose where we wanted to go & \$750 to start our journey with. Below are all the states I went to & what I found!

January Entry:

That month I had traveled through Texas and Oklahoma. Texas was so hot that Josie and I could hardly stand it. We went swimming in anything we could possibly get wet in. After Texas we went straight through Oklahoma and stopped in Oklahoma City to see a bombing memorial. The memorial sprawls across the real estate where the bombing took place. One particularly eerie sight is an array of chairs in a field, representing each victim, lit by a translucent cube below each seat. I camped there at night and it was so beautiful with all the lights everywhere.

From Laura M.:

I'm doing a project in reading where you "WALK ACROSS AMERICA." We read the book Walk Across America by Peter Jenkins where he literally walks across America. He picked a few states to walk through, and he and his dog went on a journey after months of training to give America one last chance. Mrs. Shields, our reading teacher, gave up a map of the U.S. and told us to pick states to walk through pretending to be like Peter. I picked to go west and end up on the California coastline. The walk lasts a year and you're supposed to end up on a coast. My dog and I walk through the states Alabama, Mississippi, Louisiana, Texas, New Mexico, Colorado, Utah, Arizona, Nevada, Oregon, and California. We meet many people along the way and make a lot of new friends.

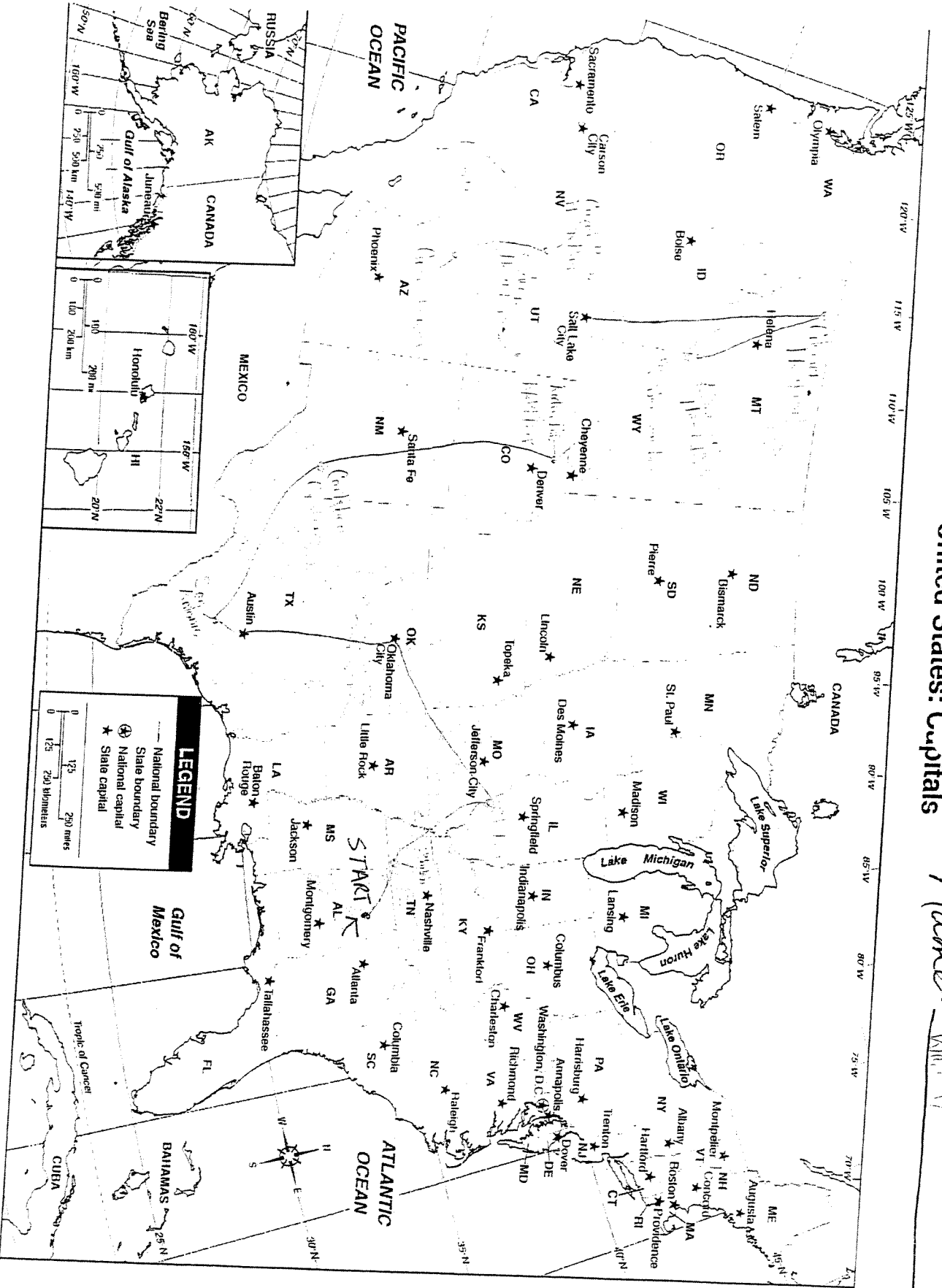
January Entry:

In Alabama my first and only stop will be in Montgomery, where Hokes Bluff Baseball won five STATE CHAMPS back to back! As I walk onto Paterson Field, memories come rushing back to me. The excitement of the boys' faces and the roaring crowd replay in my mind! My dog, Hutch, and I slept our first night on Paterson Field. We didn't sleep in our tent, but under the night sky. I spent \$45 in this state where my journey begins.

6

United States: Capitals

Name: _____



Walk Across America-Vocabulary Lesson 1 (Chapters 1-6)

1. soar (*verb*) to glide or fly over / Cooper watched the birds *soar*.
2. secure (*adj.*) safe and secure from danger / Peter found a *secure* area to rest.
3. civilization (*noun*) high level development; highly developed city / Peter is worried about his *civilization*.
4. desperate (*adj.*) driven by despair / Peter was *desperate* to help Cooper.
5. headquarters (*noun*) the official center of command; an administrative center / Peter visited National Geographic *headquarters*.
6. instinctive (*adj.*) led by a strong impulse or motivation; animal behavior / Cooper had an *instinctive* impulse to protect Peter.
7. migrate (*verb*) to move from place to place / They *migrated* across the U.S.
8. delirious (*adj.*) a temporary mental disturbance resulting from high fever, intoxication, or shock and marked by confusion / Peter was *delirious* because of his high fever.
9. depression (*noun*) a mental condition of sadness / Peter worried about his *depression*.
10. merry (*adj.*) delightful / Peter had a *merry* time in North Carolina.

Walk Across America-Vocabulary Lesson 2 (Chapters 7-11)

1. pneumonia (*noun*) an inflammation caused by bacteria; a virus of the lungs / With the exception of Cooper, Peter was alone when he had *pneumonia*.
2. exertion (*noun*) to put oneself through a strenuous effort / The body reached *exertion* as he climbed Man-eater Mountain.
3. visualize (*adjective*) act of seeing or imagining / Peter *visualized* his former life.
4. nourish (*verb*) to furnish with the nutrients or substances needed for growth and life; to support / Peter *nourished* Cooper with dog biscuits.
5. translucent (*adjective*) transparent; see through / The lake was *translucent*.
6. summit (*noun*) the top and highest point / Peter and Cooper finally reached the *summit*.
7. vegetation (*noun*) plants or plant life which grow from the soil / Peter was surprised by the amount of *vegetation* in the South.
8. frantic (*adjective*) emotionally out of control with worry or fear / Peter was *frantic* when Cooper was injured by the porcupine.
9. massive (*adjective*) of great intensity, degree, or size / Cooper suffered a *massive* injury.
10. vicious (*adjective*) dangerously aggressive / Cooper was not a *vicious* animal. 8

Walk Across America-Vocabulary Lesson 3 (Chapters 12 and 13)

1. **perplex** (verb) - to confuse or be confused; to make complicated / Cooper's actions *perplexed* Peter.
2. **paranoid** (adjective) - marked by delusions of grandeur or persecution. Peter often felt *paranoid* when he was alone in the woods.
3. **bizarre** (adjective) - extremely strange and odd; out of the ordinary / Peter met many *bizarre* people.
4. **envision** (verb) to form a mental image / Peter *envisioned* a big Thanksgiving dinner.
5. **exquisite** (adjective) intricately beautiful in craftsmanship / Peter stayed overnight in a farmer's *exquisite* home.
6. **hesitate** (verb) to pause or to be slow before acting, speaking, or deciding / Peter *hesitated* to remain at The Farm.
7. **asphalt** (noun) a sticky, thick blackish-brown mixture of petroleum tar / Peter often walked on *asphalt*.
8. **vigor** (noun) energy or physical strength / Peter exhibited much *vigor* throughout his walk.
9. **modest** (adjective) shy; reserved / Barbara was *modest*.
10. **prejudice** (noun) a biased opinion based on emotion rather than reason; bias against a group, race, or creed / Peter expected *prejudice* in the South, but was pleasantly surprised.

Walk Across America-Vocabulary Lesson 4 (Chapters 13-25)

1. **bachelor** (noun) unmarried male / Peter was a *bachelor*.
2. **malnourished** (adjective) being underfed / Peter was *malnourished* during his illness.
3. **irrational** (adjective) unable to reason / Peter thought the sheriff was *irrational*.
4. **spigot** (noun) a faucet / Peter turned off the *spigot*.
5. **compost** (noun) fertilizing mixture of vegetable matter / The farmers used *compost* to aid in plant growth.
6. **adorn** (verb) add splendor or beauty to decorate / Peter *adorned* the trailer with Christmas lights.
7. **commune** (noun) a small community whose members share work and income / The Farm was a *commune*.
8. **sacrament** (noun) a formal Christian rite performed in a church or a baptism / Peter participated in the *sacrament*.
9. **disintegrate** (verb) to break into small particles / The tornado *disintegrated* the home.
10. **anticlimactic** (adjective) let down or decline / Cooper's death was *anticlimactic*.

Name: _____

Date: _____

WALK ACROSS AMERICA

Test

I. Description

Give a brief description of the following characters. (5 points each)

1. Homer Davenport:

2. Mary Elizabeth:

3. George Wallace:

4. Shelby County Drunk Four:

II. Identify the Quote

Identify the speaker of each of the following quotes. In doing so, describe the action surrounding the quote. (6 points each)

1. _____ "Listen, you can have my car."

2. _____ "If I could say one thing to you, it would be to take your time. The more time you spend with the people out there, the better you will get to know them and America."

3. _____ "Git ya one of them straightened coat hangers and cook yerself a chop o' meat."

4. _____ "If you ain't out of this town soon, we might find you hangin' from that pine over there."

5. _____ "I believe in God. And I think He sent you here to test aw faith. So from now on, if you want to, you can stay with us."

6. _____ "Dogs don't lie."

7. _____ "I want all of you to know I've never been in a church service like this before..."

8. _____ "My baby! My baby! I can't find my baby!"

9. _____ "Son, we are proud of what you are doing. You be sure you treat everyone like you've been treated..."

10. _____ "I'll be praying for a sign, Peter."

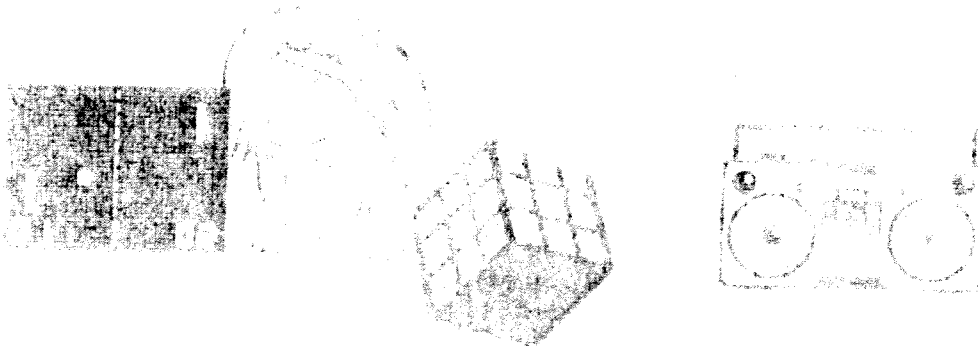
III. ESSAY

Answer *TWO* of the following questions in essay form. Label and indent for each discussion. Use correct punctuation and grammar. (10 points each)

1. How did Peter get ready for his trip?
 2. Describe four times during the journey when Peter's life was in danger.
 3. Identify and explain the two laws Peter upheld during his walk.
 4. Describe four times Peter found kindness and generosity from fellow Americans.
 5. Peter stated, "I started out searching for myself and my country and found both."
- Discuss the character development of Peter Jenkins. How did he change during his walk from New York State to New Orleans? What lessons did he learn?



"Back in the Day Research Project



Brief Description:

The "Back in the Day" project is a full-length MLA-style research paper where students focus on the year of their births (or other specified year). Researching national and international events, entertainment trends, and personal history are among the criteria for this project. Students conduct and publish the research through wikis, webquests, personal interviews, and formal MLA research writing. The project culminates in a "show and tell" activity in which students share a "piece" of that decade with the class through music, artifacts, clothing, or video. I designed this research project as a fun way to teach research writing to students in a format that cannot easily be "copied and pasted" from another source online.

Dear Parents,

Soon your child will begin working on a research paper about a very important person - You! Students will pick a parent (or guardian) and then research the year that parent graduated from high school in terms of news, music, and trends. They will also give a brief biography of the parent, his or her high school, and his or her birthplace. Fear not! We will get through this process together. Believe it or not, this is going to be an exciting and rewarding experience for your child. Hopefully, you will enjoy it too!

This "Back in the Day" research paper is a step-by-step process through which I will carefully guide your child. However, I would like for you to get involved and become an important part of this process. You can help by making sure your child is completing his or her research and by questioning and sharing the collected information at home. This research process to which your child will become committed will be useful throughout his or her life -far beyond the walls of my classroom.

Some of the materials that will be needed while completing the research process include the following:

Index cards (3 X 5)

Notecards (4 X 6)

Paper folder with brackets and pockets

Typewriter or word processor

Some initial guidelines are as follows:

Students must use at least 5 different sources: Encyclopedias and/or Books, News Sources, Teen Interviews (from that year), Family Interviews, Movies, and Internet Sites

Students must have at least 30 notecards.

The paper should follow this outline:

Introduction and Thesis

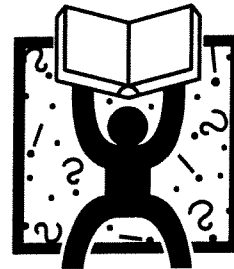
I. Parent Background

II. Current Events

III. Comparison and Contrast

Conclusion and Restated Thesis

The paper must be typed - at least 4 pages.



Your child will be given a research paper packet. He or she will only receive one, so please make sure that is accounted for at all times. If you have any questions concerning the steps and procedures involved in this research paper, consult the packet for answers.

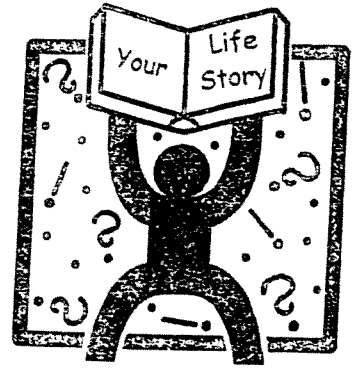
As soon as we begin the paper, please check periodically with your child to see how he or she is doing. If I can be of assistance during this research project, please do not hesitate to call me at school or email me (mjshields@bellsouth.net). Thanks for your continued support and encouragement.

Parent's Signature

Respectfully,

Melissa Shields

Research Paper Mrs. Shields 8th English



You must have a 3-5 page research paper on your life. You must incorporate information that includes, but is not limited to the following:

- I. Birthplace
 - A. Hospital
 - B. City (Brief description – Population, Interesting Facts, Landmarks, Etc.)
 - C. State (Brief description – Population, State Symbols, Interesting Facts, Etc.)
- II. Story of Birth
 - A. Day (Date and day of the week)
 - B. Time
 - C. Birth Weight and Length
 - D. Name (How and why your parents decided upon your name)
 - E. Memories (What your family remembers most about you)
- III. Current Events and Trends
 - A. News
 1. National Events (Ones that happened on or near your birthday)
 2. International Events (Ones that happened on your birthday)
 - B. Entertainment
 1. Movies
 - a. Oscar Winner
 - b. Teen Favorite
 2. Music
 - a. Number One Song (The name of the number one song during the month of your birth)
 - b. Popular Music (Music trends, musicians, bands, and hit songs)
 - B. Styles and Trends
 1. Teen Appearance (Clothing, hairstyles, etc.)
 2. Expressions
 3. Cars
- IV. Comparisons and Contrasts (You must write a compare and contrast section using the prior information to describe the lifestyle back then and now. Explain what time period you think is better and why.)

Your paper should follow the order of this outline. You may add details, but you may not omit any of the above information. All questions must be answered.

You must collect your information by means of the following resources:
Encyclopedias and/or Books, News Sources, 80's Teen Interviews, Family Interviews, 80's Movies, and Internet Sites

Name: _____

“Back in the Day” Research Project

I. Parent Background

- A. Parent Introduction (name, age, qualities, etc.)
- B. Parent’s High School
- C. City (Brief Description – Population, Interesting Facts, etc.)
- D. State (Brief Description – Population, State Symbols, Interesting Facts, etc.)

II. Current Events

A. News

1. National Events (Ones that happened on or near your birthday)
2. International Events (Ones that happened on or near your birthday)

B. Entertainment

1. Movies
 - a. Oscar Winner (from that year)
 - b. Teen Favorite (from that year)
2. Music
 - a. Number One Song (the name of the number one song during the week of your birth)
 - b. Popular Music (music trends, musicians, bands, and hit songs from that year)

C. Trends

1. Teen Appearance (clothing, name brands, hairstyles, etc.)
2. Expressions
3. Cars

- D. ????? Pick an area you would like to research - sports, weather, politics, television shows, etc.

III. Comparison and Contrast (Compare and contrast your parent’s graduation year with the current year. How have things remained the same? What’s different? Which is better, in your opinion?)

Your paper should follow the order of this outline. You may add details, but you may not omit any of the above information. All questions must be answered.

You must collect your information by means of at least five of the following resources:
Encyclopedias and/or Books, News Sources, Teen (from that year) Interviews, Family Interviews, Movies From that Period, and Internet Sites

Check out these Sites! Mrs. Shields / 8th Grade English

Your bib cards should be copied exactly as provided here. You are encouraged to find other websites and reference materials to complete research. Use the references below to model any new bib cards.

90's Websites – News, Music, Trends, Etc.

Grosvenor, Charles R. Jr. "In the 90s." 2006. <http://www.inthe90s.com> (Today's Date).

"I Love the 90's" VH1. 2006. http://www.vh1.com/shows/dyn/i_love_the_90s_series.shtml (Today's Date).

"The Noble Nineties." 2006. <http://library.thinkquest.org/J0111064/90home.htm> (Today's Date).

80's Websites – News, Music, Trends, Etc.

Grosvenor, Charles R. Jr. "In the 80s." 2006. <http://www.inthe80s.com> (Today's Date).

"i80's." 2005. <http://www.i80s.com> (Today's Date).

"The 80's Server." 2006. <http://www.80s.com> (Today's Date).

70's Website – News, Music, Trends, Etc.

Grosvenor, Charles R. Jr. "In the 70s." 2006. <http://www.inthe90s.com> (Today's Date).

Music Chart for Years/Months

"OzNet Music Chart." 2006. <http://www.onmc.iinet.net.au> (Today's Date).

You'll need to click on the pull down tab labeled "Australian, UK and US #1 Hit Singles Archive (1950-2006)" to find your song.

News Events

"Television News Archive." 2006. <http://tvnews.vanderbilt.edu> (Today's Date).

You'll click on "Enter TV-News Search." Enter as "new user" and makeup name and password – Use AR info sto you'll remember it. Once you are authorized, click on "Browse by Date," and then you'll find the newscasts from the exact day you need. It's really cool!

"NewsLibrary.com." 2006. <http://nl.newsbank.com> (Today's Date).

Click on "Search" tab, enter the year you need in the "from" box, and then you may narrow your search by clicking on "national" or "international."

Bib Card Citation / MLA Style

- 1) Use 3 x 5-inch cards.
- 2) Use separate card for each source.
- 3) Number each card in the upper right-hand corner.
- 4) Always include author's name first, if provided.

Author Provided:

1
Grosvenor, Charles R. Jr.
"In the 90s." 2006.
[http: www.inthe90s.com](http://www.inthe90s.com)
(Today's Date).

No Author Provided:

2
"The 80's Server." 2006.
[http: www.80s.com](http://www.80s.com) (Today's Date).

Personal Interviews:

3
Sims, Jane. Personal Interview.
11 October 2007.

Email:

4
Mitchell, Elle. Personal Email.
4 November 2007.

Encyclopedia (author given):

5
Smith, Sam. "Alabama."
World Book Encyclopedia.
2005. (*Add CD-ROM, if applicable*)

Encyclopedia (No author given):

6
-----, "Montana."
Grolier Encyclopedia. 2005.

Film

7
Sixteen Candles.
Dir. John Hughes.
Warner Entertainment. 1984.

Television

8
"A Daughter's Night Out."
Seventh Heaven.
Dir. Charles Smith.
WB. 11 Sept. 1999.

Article for Daily Newspaper:

9
Jones, Tom.
"Reagan Speaks Out."
Gadsden Times 24 Sept. 1986: B3

Monthly Magazine:

10
Street, Stephen.
"In Style."
People Magazine April 1989: 36-38.

Book:

11
Davis, Don.
Living in the Eighties.
Garden City: Doubleday, 1995.

Book with Two Authors:

12
Davis, Don, and Frank Fleming.
Trends and Fashions.
New York: Random House, 1998.

Notecards

1. Use 4 x 6-inch cards.
2. Write the source number (from the matching bib card) in the upper right-hand corner.
3. Write the heading at the top of the card. The heading is the point or subpoint from your outline.
4. Use a separate card for each note. If you need several cards on the same point, write the same heading at the top of each card.
5. You do NOT have to write in complete sentences, but make sure that you record your information accurately the first time.
6. Summarize – use your own words!
7. Enclose direct quotes (from interviews or film) in quotation marks. Copy the words EXACTLY as they were given to you.
8. On the bottom right, record the page number (if available) from which the note was taken.
9. Remember, there are 4 things that must appear on each card:
 - 1) source number, 2) the heading, 3) the note, 4) the page number (if available)

SAMPLE NOTE CARD

Name Brands of 1984	1
Chic and Gloria Vanderbilt Jeans, Members Only Jackets, Izod Shirts, Nike High-Top Tennis Shoes	

MATCHING BIB CARD

Evans, Jill. Personal Interview. 17 March 2006.	1
--	---

National Event	2
The United States Holocaust Memorial Museum in Washington was dedicated. President Reagan officiated the ceremony.	
	B:3

McCoy, Charlene. "Holocaust Museum Dedicated." <u>Gadsden Times</u> 24 October 1988: B3	2
--	---

Preparing the Outline

1. Make the outline similar to the following form:
 - I. First Main Idea
 - A. Subheading – supports first main idea
 - 1.Detail – supports subheading A
 2. Detail – supports subheading A
 - B. Subheading – supports first main idea
 - II. Second Main Idea
 - A. Subheading – supports second main idea
 - 1.Detail – supports subheading A
 2. Detail – supports subheading A
 - B. Subheading – supports second main idea
 - III. Third Main Idea
 - A. Subheading – supports third main idea
 - B. Subheading – supports third main idea
2. Notice the following things in the example above:
 - a. Roman Numerals are used for main ideas.
 - b. Capital letters are used for subheadings.
 - c. Arabic numbers (1,2,3, etc.) are used for supporting details.
 - d. A period is placed after each number and letter in the outline.
 - e. Every point in the outline begins with a capital letter.
 - f. Every point is stated as a topic, not as a complete sentence.
 - g. There are NO periods after any points in the outline.
 - h. Each level of the outline is indented.
 - i. If there is an A, there must also be a B. If there is a 1, there must also be a 2.
3. You should make changes in the preliminary outline as often as necessary while you are taking notes.
4. Your preliminary outline will probably include only main heading and subheadings as in the example below.

The Battle of Gettysburg

Purpose: The purpose of this paper is to indicate the cause of the battle at Gettysburg, to describe the battle, and to relate its significance to the Civil War.

- I. The cause of the battle
 - A. An offensive into Union territory
 - B. An accidental meeting of troops
- II. The description of the battle
 - A. First day
 - B. Second day
 - C. Third day
- III. The significance of the battle

Bibliography Page

The bibliography page is an alphabetical list of all sources actually used in writing the paper. If you did not use information from a source, DO NOT include it on your bibliography page.

1. Arrange your bib cards in alphabetical order according to the FIRST WORD that appears on the bib card. This will be the author's last name or the first significant word of the title, if no author is given.
2. Write SELECTED BIBLIOGRAPHY on the top line (centered).
3. Skip one line.
4. Copy the information from your bib card onto the bibliography page. Watch periods!!!! Be EXACT!
5. Do NOT indent the first line of each entry. DO indent the second and third lines. Try to put as much information as you can on the first line.
6. Skip ONE LINE between each source. If you have two sources written by the same author, you do not need to repeat the author's name. Use a straight line in place of the author's name for all entries after the first.
7. Study example below.

Selected Bibliography

"A Daughter's Night Out." Seventh Heaven. Dir. Charles Smith. WB. 11 Sept. 1999.

Davis, Don. Living in the Eighties. Garden City: Doubleday, 1995.

Grosvenor, Charles R. Jr. "In the 90s." 2006. <http://www.inthe90s.com> (March 2, 2007).

"I Love the 90's" VH1. 2006.

http://www.vh1.com/shows/dyn/i_love_the_90s/series.jhtml (March 10, 2007).

Jones, Tom. "Reagan Speaks Out." Gadsden Times 24 Sept. 1986: B3.

----- "Montana." Grolier Encyclopedia. 2005.

Shields, Scott. Personal Interview. 16 February 2006.

Smith, Sam. "Alabama." World Book Encyclopedia. 2005.

Sixteen Candles. Dir. John Hughes. Warner Entertainment. 1984.

Street, Stephen. "In Style." People Magazine April 1989: 36-38.

Note Card Score Sheet

Parent's Background

- A. Parent's High School _____
- B. City _____
- C. State _____

Current Events

- A. News
 - National Events _____
 - International Events _____
- B. Entertainment
 - Oscar Winner _____
 - Teen Movie Favorite _____
 - #1 Song _____
 - Popular Music _____
- C. Styles & Trends _____
- D. ?????? _____

See underlined comments:

Don't forget subject headings on EACH card!
 You are missing some information!
 Complete your research!
 Great Job! Grade: _____

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See underlined comments:

Don't forget subject headings on EACH card!
 You are missing some information!
 Complete your research!
 Great Job! Grade: _____

Rap Song Research

Brief Description:

The third project is a class favorite – “Rap Song Research.” In groups, students create a research-based rap song about a historical event or figure. Students use Google-Docs or wikis to work on song as a group and ultimately perform their song to the class (or school, if preferred). Slideshow presentations must also accompany each performance. All work is cited in MLA format.

<p>Rap Song Requirements 8th Grade Reading / Mrs. Shields</p>

- 1) 16-20 lines
- 2) all must PERFORM song (one may run PP slideshow)
- 3) strong rhythm and/or pattern
- 4) research-based
- 5) typed copy turned in
- 6) use wiki or Google Doc to collaborate and create
- 7) PowerPoint to accompany performance
- 8) Group Collaboration (all must work)

<p>Rap Songs Mrs. Shields / 8th English</p>

1. Performance

Your performance was hard to follow. Did you practice?	Pretty Good! Remember, all members must participate.	Great Performance! Very entertaining!
1 2	3 4	5 X 2 = _____

2. Rhythm

Your song did not follow a strong rhythm or pattern.	Not Bad! Most of your song had an established rhythm.	Superb! Your song had a great beat. Very catchy tune!
1 2	3 4	5 X 6 = _____

3. Research

Your song lacks research-based information.	Your song needs more research. Be DESCRIPTIVE.	Very informative. We learned a lot from your song. Good job!
1 2	3 4	5 X 4 = _____

4. Typed Copy

Many lines have errors. Did you proofread?	Several errors. It's not ready for the anthology.	Looks great! Your final copy is attractive and error-free.
1 2	3 4	5 X 4 = _____

5. Group Effort

Your group did not use research time effectively. You must ALL work together.	Use group time wisely. No talking to other groups.	Way to work together! I'm proud of your group!
1 2	3 4	5 X 4 = _____

Comments:

TOTAL = _____

/

CLEOPATRA

Cleopatra comin' at you from about 69 B.C.

Cleopatra was her name

Playin the flute was her game

The daughter of Ptolemy

A pharaoh known extensively

She had a lot goin' on for a teen

At only eighteen she became queen

She married her little brother

But soon she loved another

The man she met was king of Greece

He always wanted to keep peace

Caesar Agustus was his name

Ruling Greece was his game

Caesar thought Cleo was very keen

But all she wanted was to be queen

Mark Antony was a poet

And soon Cleopatra would know it

Their romance for each other grew stronger and stronger

Caesar was out of the picture and it lasted longer and longer

Mark Antony committed suicide

Because he heard Cleo had died

When Cleo found out that Mark was dead

She wouldn't eat any of the food she was fed

She found out the least painful way to die

She made an asp bite her, no time to even cry

And that's our story of Queen Cleopatra

Watch out for any asp it just might snatch ya

2nd Period / Group 1

America

We live in the United States, a country that is free.
Something happened in New York City, and it affected me.
On the day of September 11 of the year 2001,
Clouds of black smoke billowed from tower number one.
At 8:50 on that morning, terror from the skies
Would change the world forever by taking many lives.
Imagine that you are at work inside the World Trade Center.
You are talking to your coworkers and trying to fix your printer.
Then all of a sudden, you hear a noise and look to see what's there.
An airplane is heading for you, and there are people everywhere.
Screams of disbelief and horror fill the streets below.
Everyone starts running because they knew this was no joke.
Fifteen minutes later, a second plane appeared.
It plunged into the second tower and caused a worldwide fear.
Police and paramedics were racing to the scene.
They tried to give the victims a shoulder on which to lean.
At 9:38 A.M. another plane was gone.
It had crashed in Washington D.C. into the Pentagon.
One hour and 20 minutes after they heard the first plane roar,
Tower number one came crashing to the floor.
As if this wasn't already enough to scare us all,
The second tower collapses too, and the whole nation is appalled.
All of these planes were taken over by kamikaze hijackers.
They tragically succeeded; they reached what they were after.
They killed about 6,000 people, and tons of them are missing.
We have to stand up very tall and tell our enemy we're not sinking.
Just remember to keep praying for our country and do the best we can,
For God is with our nation, and He will protect us until the end.

6 Per. / Group 6
(Molly, Cody, and Brittany Harp)



A Whole Lot of Parties Going On

Father of our country Washington will be
Jefferson and the Purchase of 1803
Monroe's Doctrine is the biggest claim to fame
After Lincoln's Gettysburg Address we will never be the
same

Harry Truman took a stand
And dropped a bomb on Japan
JFK had an awful fate
Because Lee Harvey Oswald did assassinate
Everyone thought that Nixon was great
Until the cover-up of Watergate
Lots of goals Clinton did reach
But he ended up being impeached
Reagan, Tyler, Adams and all the rest
Tried to do their very best
Presidents, Presidents gives all the commands
And makes treaties with foreign lands
Presidents, Presidents protects the law
Pardons criminals and tells Congress all

Valerie ,Josh ,Heath ,and Myron
6th Period
Group 2

