

# Just the Spark You Needed!

Belle Nelson: Library Media Specialist @ Edina High School  
Sara Swenson: Library Media Specialist @ Bloomington Jefferson High School

E: [bnelson3@bloomington.k12.mn.us](mailto:bnelson3@bloomington.k12.mn.us), Twitter: @jeffersonmedia  
E: [sara.swenson@edinaschools.org](mailto:sara.swenson@edinaschools.org), Twitter: @bookbagsara  
Session URL: [tinyurl.com/ltcspark](http://tinyurl.com/ltcspark)





**#LTCSpark**

# MN K-12 Academic Standards



# MN and the Common Core

Common Core  
Standards 101



#LTCSpark

# Common Core Goal: Creating...

“students who are college and career ready in reading, writing, speaking, viewing, listening, media literacy and language.”



# Research Standards



# Benchmark: Literature

STANDARD: 9.4.10.10 By the end of grade 9, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- a. Self-select texts for personal enjoyment, interest, and academic tasks.
- b. Read widely to understand multiple perspectives and pluralistic viewpoints.

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

9.4.10.10 By the end of grade 9, read and comprehend literature **and other texts** including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- a. Self-select texts for personal enjoyment, interest, and academic tasks.
- b. Read widely to understand multiple perspectives and pluralistic viewpoints.

By the end of grade 10, read and comprehend literature **and other texts** including stories, dramas, and poems at the high end of the grades 9–10 text complexity band independently and proficiently.

- a. Self-select texts for personal enjoyment, interest, and academic tasks.

11.4.10.10 By the end of grade 11, read and comprehend literature **and other texts** including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

- a. Self-select texts for personal enjoyment, interest, and academic tasks.
- b. Read widely to understand multiple perspectives and pluralistic viewpoints.

By the end of grade 12, read and comprehend literature **and other texts** including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

## Find a Book

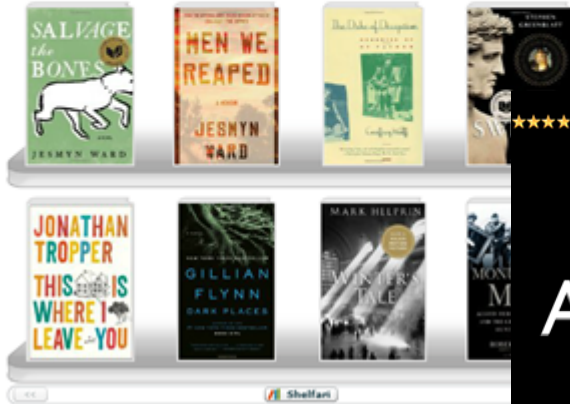
Search Books in Print

Search eBook Collection

To access eBooks, log in using your Moodle username and password.

### New Titles

Go ahead and judge a book by its cover! Scroll through the shelves to see our newest arrivals.



## What to Read Over Winter Break



## Choices Book Trailer



# Award Winning Books



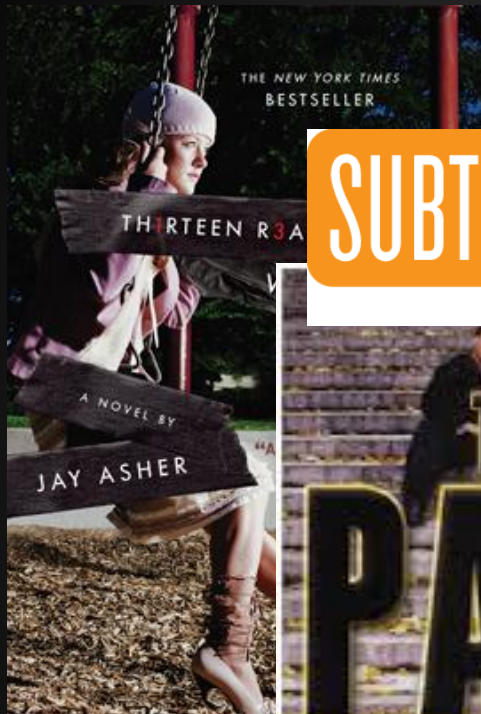
#LTCspark



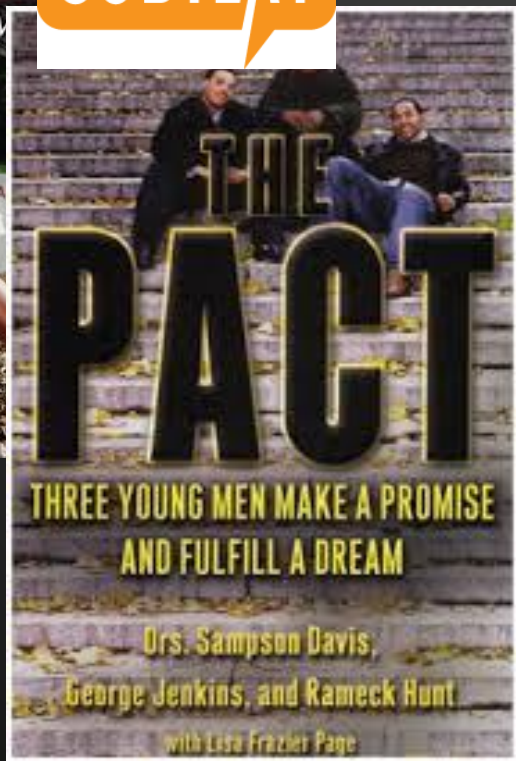
# Benchmark: Literature

STANDARD 9.4.2.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

| Grades 9–10 students:  | Grades 11–12 students:   |
|--|--|
| <i>Key Ideas and Details</i>   |  |
| 9.4.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 11.4.1.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                                       |
| 9.4.2.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | 11.4.2.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |



**SUBTEXT**



**#LTCspark**



# Benchmark: Informational Texts

Standard 11.5.7.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## *Integration of Knowledge and Ideas*

9.5.7.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

9.5.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

11.5.7.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

11.5.8.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

## Assignment

### The Passion Project Assignment Sheet

In this year-long project, you will complete the following steps:

- DESIGN:** Identify a topic about which you care deeply and want to learn more. Once your topic is identified, reframe your topic as a research question designed to solve a problem. Deliver a speech to your classmates about your research question and why you chose it.
- RESEARCH:** Research the topic/problem using a variety of sources and strategies.
- WRITE:** Write a ten-page research paper in APA format that fully explores the problem and proposes a solution.
- ACT:** Bring this topic to life by taking action in the world.
- PRESENT:** Present your research and the action that you took to students, teachers, and community members in a Passion Fair.

| DUPLICATE DATE        | ASSIGNMENT  | PTS |
|-----------------------|---|-----|
| October 3 and 4, 2013 | Passion Project Speeches                              | 10  |
| November 11, 2013     | Sample research paper due on moodle by 8:24 a.m.      | 25  |
| December 9, 2013      | 10 sources due in class                               | 10  |
| December 18, 2013     | Outline and reference page due on moodle by 8:24 a.m. | 25  |
| February 10, 2014     | Sample body paragraph due on moodle by 8:24 a.m.      | 10  |
| March 14, 2014        | Final paper due on moodle by 8:24 a.m.                | 50  |
| May 21-23, 2014       | Passion Fair: Presentation of Action                  | 25  |

#### Common Core Standards Met:

- Standard 9.5.1.1 "Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text."
- Standard 9.5.2.2 "Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas."

## Help!

Use the link below to contact Ms. Swenson for help narrowing your topic or locating resources for your project. Log in with your school computer credentials. Feel free to stop by the library for help as well!

There are also two resource documents to help guide your research.

- [Passion Project Help Form](#)  
Use to ask for help with your project
- [EHS Student Research Planning Guide](#)  
A five step guide to help you plan your research process.
- [Web Research Basics](#)  
Tips for searching on the web and validating sources.

## Rutgers RIOT

A suite of five animated and interactive information literacy modules.

With this tutorial, you'll learn how to:

- Select and narrow topics** and apply limiters.
- Find sources.** Identify primary, secondary and tertiary sources, use databases
- Select keywords** for database searches
- Identify citations,** distinguish between book and journal
- Evaluate sources:** practice evaluating the quality of a source

Click on the Rutgers RIOT link to get started.

- [Rutgers RIOT](#)

## Search Smarter, Search Faster

Fun explanation (with dinosaurs!) about how to focus on key limiters like "and" and "or" in your searches.



## Gov't Service Project

Print Page

Search:

This Guide | Search

## Assignment

### Service Project Research Assignment

**Purpose:** Become an informed citizen in regards to your group's service issue.

#### Requirements:

Have a portion of your **website** devoted to your research on the issue.

#### 1. Describe the issue

- Definition (ex: Hunger is defined as...)
- What causes the issue?
- Etc.

#### 2. Impact of the issue

- How prominent is it? (Use statistics)
- Who is impacted?
- What are some other aspects of society that are negatively impacted by the issue?

#### 3. Activism on this issue

- (Government)** What is the government doing to help with the issue?
  - Legislative Branch:**
    - Research and explain 1 law (can be historic in nature) that has been proposed or passed by the state of Minnesota or passed by the issue.

## Help!

Use the link below to contact Ms. Swenson for help narrowing your topic or locating resources for your project. Log in with your school computer credentials.

There are also two resource documents to help guide your research.

- [SHMS 9th Government Service Project Research Planner](#)
- [Service Project Help Form](#)  
Use this form to ask for help with your project. Access it with your school computer user credentials. (EG: llickey11@352)
- [EHS Student Research Planning Guide](#)  
A five step guide to help you plan your research process.
- [Web Research Basics](#)  
Tips for searching on the web and validating sources.

## Places to Find Laws

- [Thomas.gov](#)  
Use this site to find federal (national) laws
- [State of Minnesota Legislature](#)  
Use this site to find Minnesota state laws

## Searching with Google

#### Limiting to specific types of sites:

When searching for web sites related to your project, you may find it helpful to set up your search so that your findings are limited to just educational or government sites.

For example, in Google the search string would look like:

achievement gap site:edu

or

literacy statistics site:gov

By adding "site:colon dot edu" or "site:colon dot gov" you'll ensure that your findings have an academic component/connection to them.

#### Stemium search:

## 9th Grade Gov't Service Project Help Form

Your username (sarswenson@apps.edina.k12.mn.us) will be recorded when you submit this form. Not

sarswenson? [Sign out](#)

\* Required

What is your name? \*

First name Last name

Who is your government teacher? \*

Mr. Lowe

Mr. Sigmund

What hour do you have this class? \*

Eg: 1/2 A

What is your question? What do you need help with? \*

Send me a copy of my responses.

Never submit passwords through Google Forms

Why the purpose of the

service topic.

Is that the law passed

responsibly... Why did this

representative from your

you agree or disagree

national) and explain how

the issue, and how can

than your service

help explain what they do

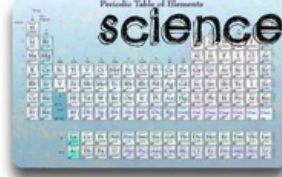
to

our service topic



#LTCSpark

## Class Research Pages



## Family & Consumer Science

- [Advanced Foods, Spice Project-O'Connell](#)
- [Advanced Foods, Super Foods Assignment](#)
- [Culinary, Cookie Contest-O'Connell](#)
- [Culinary, International Cuisine Project-O'Connell](#)
- [Culinary, Menu Project-O'Connell](#)
- [Fashion, Designers-O'Connell](#)
- [Fashion, History of Fashion Standard-O'Connell](#)
- [Interior Design, Housing Styles-O'Connell](#)
- [PALS, Multiple Intelligences-O'Connell](#)
- [PALS, Teaching Reading-O'Connell](#)

## History of Fashion

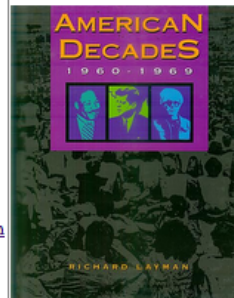
### RESOURCES

#### Images and Information

- [19th Century Fashion Plates](#)
- [American Cultural History: By the Decade](#)
- [BBC: Fashion's Shocking Styles](#)
- [Costume Gallery](#)
- [Costumer's Manifesto](#)
- [Fashion Era](#)
- [Fashions of the Ages](#)
- [Head Over Heels: History of Shoes](#)
- [History Box: 20th Century Fashion](#)
- [Le Couturiere Parisienne](#)
- [LIFE Photo Archive](#)
- [Shmoop: History of American Fashion](#)
- [U.K. Design Council: A History of Fashion](#)
- [Vintage Fashion Club](#)

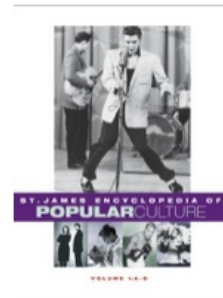
#### Print Sources

The *American Decades* collection located on the book cart highlights the major events and individuals of a decade.



The call number for fashion history in **Reference and Nonfiction** is **391**.

#### Online Reference



Click on the cover above to access the e-reference book and search for fashion topics.



An online encyclopedia is a good place to look up basic information on concepts or events.

#### General U.S. History

(social, political, economic or technical events!)

- [American Cultural History](#)
- [American Memory: Library of Congress](#) (digital archive of photos, letters, historic artifacts of the time)
- [Biography of America](#)
- [Digital History](#)
- [History Central](#)



#LTCspark

# Creating Graphs-Bolyard

Instructions on how to create a chart/graph using a Google Spreadsheet using the data you gather in class.

## Creating Charts

Untitled spreadsheet ☆

File Edit View Insert Format Data Tools Help

123 - 10pt - B Abc A

| x  | y  |  |
|----|----|--|
| 12 | 2  |  |
| 10 | 32 |  |
| 15 | 3  |  |
| 10 | 4  |  |
| 12 | 6  |  |

Highlight the data you entered, including column headings.

Advanced Search - ProQuest

search.proquest.com.proxy.elm4you.org/advanced?accountid=45111

oceans In Anywhere

AND garbage OR In Anywhere

AND In Anywhere

Search Clear form

\* Not all selected databases will return results for this field. View details

Search options

Limit to:  Full text

Publication date: Last 3 years

Show list -

Person: \* Look up People

Subject heading (all): \* Look up Subject headings (all)

Location: \* Look up Locations

NAICS: \* Look up NAICS codes

Company/organizations: \* Look up Companies/organizations

Source type: \*

Select all

Historical Newspapers

Magazines

Newspapers

Other Sources

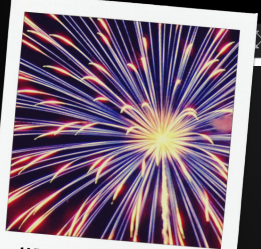
Reports

Search subject areas

Use search forms customized for each subject.

History

News & Newspapers



#LTCspark

# Benchmark: Writing

Standard: 11.9.5.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.

## Grades 9–10 students:

9.9.5.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9.9.6.6 Adapt speech to a variety of contexts, **audiences**, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 75 for specific expectations.)

- a. **Apply assessment criteria to evaluate oral presentations by self and others.**

## Grades 11–12 students:

11.9.5.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11.9.6.6 Adapt speech to a variety of contexts, **audiences**, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 75 for specific expectations.)

- a. **Apply assessment criteria to evaluate oral presentations by self and others.**





## Class Project Portfolio, Google Sites

### ▼ Project Instructions

Example #1

### ▼ Tech How-To

Change your page  
template

Editing your page

Picasa

YouTube

This would  
normally be a class  
list of people.

Example Student #1

## Example Student #1

### English Ethnography Sample

English 12 P5

29 January 2013

#### Acts of Kindness

Most people would agree that one of the nicest feelings in the world is to sit down in a comfortable room with nice people around, and be able to feel at home without actually being at home. That is the goal of Caribou Coffee, to make their customers feel comfortable and at home



#LTCSpark

# Benchmark: Writing

Standard 11.7.8.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

## Grades 9–10 students:

sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

## Grades 11–12 students:

sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

# LTC Session: [tinyurl.com/trails9](http://tinyurl.com/trails9)

**Environmental Science  
Alternative Energy  
Research Organizer**  
(make a copy of this doc and share with your group members)

**Group members:**  
**Topic:**

| Definition/history:<br>(Use online encyclopedia) | Source/cite: |
|--|--------------|
| Now, in your words (paraphrase)                  |              |
| General description/How does your energy work?   | Source/cite: |
| Now, in your words (paraphrase)                  |              |
| Amount of energy that can be produced:           | Source/cite: |
| Now, in your words (paraphrase)                  |              |

## Advanced Research Skills

Learning Module

- Boolean Operators
- College Readiness
- Narrowing A Topic
- Search Engine Strategies
- Using Databases for Scholarly Research
- Signup

Search this site

### Using Databases for Scholarly Research

Databases are a part of the 'deep web.' They aren't accessible through web searches by search engines. They can only be accessed with paid links. Databases provide us with high quality, organized credible information for scholarly research.

A variety of databases are provided through the high school Media Center webpage. Public libraries also provide many Databases to patrons who have a library card.

**Activities:**

- View 2 videos: "Tips for Using a Database" and "Scholarly Research"
- Choose 2 databases on the Media Center webpage and practice using a keyword search that will lead you to the subject terms or headings.
- Find a full text scholarly article in EBSCO using a topic of your choice. Notice the Subjects that are identified with each article. This could lead you to another thread of information.  
Optional topic: Using simulated patients in medical training.

Video is licensed by Creative Commons.  
Attribution: Vanessa Slagle - blueeyedgirl158

#### Scholarly Research



PLC 2011-12

Ellen George

**TRAILS-9 Information Literacy Assessment**

Pre-Test 2/17/12

Post-Test 3/13/12

|    | A   | B            | C             | D           | E               | F           | G            | H           | I            |
|----|---|--------------|---------------|-------------|-----------------|-------------|--------------|-------------|--------------|
| 1  | Topic Covered   | (2) Pre-Test | (2) Post-Test | (3)Pre-Test | (3)Post-Test    | (4)Pre-Test | (4)Post-Test | (6)Pre-Test | (6)Post-Test |
| 10 |   |              |               |             |                 |             |              |             |              |
| 11 | 12.1 Copyright  | 29           | 88.5          | 0           | 87.5            | 39          | 79.2         | 23          | 82.6         |
| 12 | 12.2 Copyright  | 10           | 73.1          | 57          | 66.7            | 48          | 58.3         | 31          | 73.9         |
| 13 | 12.3 MLA style  | 14           | 15.4          | 33          | ! 20.8          | 26          | ! 0          | 19          | 30.4         |
| 14 | 12.4 Plagiarism/Ethics                                | 38           | 84.6          | 5           | 75              | 39          | 41.7         | 38          | 69.6         |
| 15 | 12.5 Copyright  | 38           | 76.9          | 33          | 87.5            | 65          | 70.8         | 77          | 82.6         |
| 16 | 12.6 Common Knowledge                                 | 52           | 73.1          | 14          | 66.7            | 48          | 41.7         | 31          | 56.5         |
| 17 | 12.7 MLA citation                                     | X            | X             | X           | X               | X           | X            | X           | X            |
| 18 | 12.8 Paraphrasing                                     | 29           | 57.7          | 19          | 62.5            | 26          | 29.2         | 35          | 47.8         |
| 19 | 12.9 MLA citation                                     | 24           | 26.9          | 57          | ! 8.3           | 9           | ! 0          | 15          | 17.4         |
| 20 | 12.10 Intellectual Property                           | 33           | 53.8          | 10          | 33.3            | 35          | 50           | 42          | 69.6         |
| 21 |   |              |               |             |                 |             |              |             |              |
| 22 | Class Average % Correct                               | 31.50%       | 61.1          | 25.33%      | 56.48           | 37.22%      | 41.21        | 34.56%      | 58.93        |
| 23 |   |              |               |             |                 |             |              |             |              |
| 24 |   |              | 94% increase  |             | > 123% increase |             | 11% increase |             | 71% increase |
| 25 |   |              |               |             |                 |             |              |             |              |
| 26 | Note: #7 answer deemed incorrect; left out of results |              |               |             |                 |             |              |             |              |



#LTCSpark

# Benchmark:

## Speaking, Viewing, Listening and Media Literacy

Standard: 11.9.8.8 As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to connect literature to a culture or a literary period, to recast a piece of literature into a different time period or culture, to critique popular culture, to create a parody or satire).

- a. Present, transform or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and the different types of Creative Commons licenses.
- b. Publish the work and share with an audience.

### ***Media Literacy***

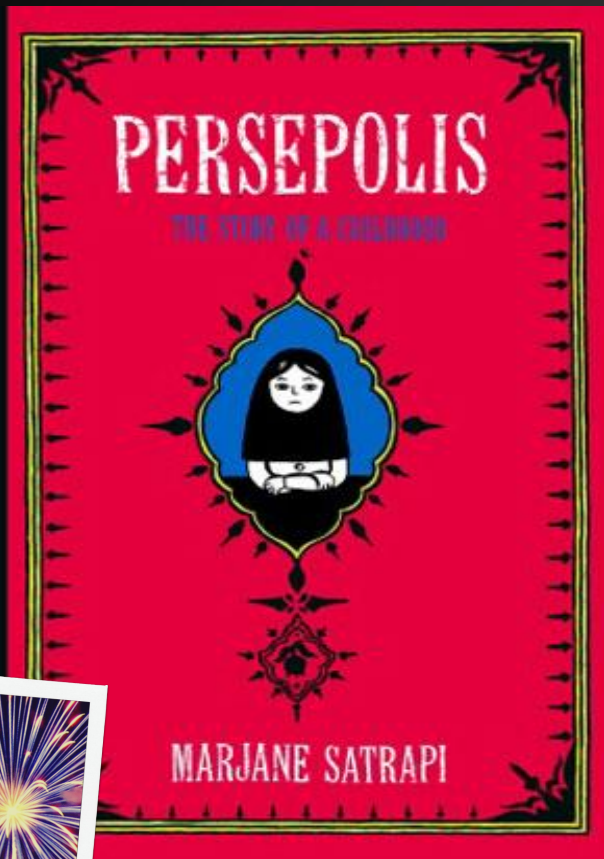
- |  |   |
|--|---|
| <p>9.9.7.7 Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.</p> <ol style="list-style-type: none"><li>Evaluate the content and effect of persuasive techniques used in different mass media.</li><li>Synthesize information and recognize categories, trends, and themes across multiple sources.</li><li>Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.</li><li>Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</li></ol>   | <p>11.9.7.7 Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.</p> <ol style="list-style-type: none"><li>Evaluate the aural, visual, and written images and other special effects used in mass media for their ability to inform, persuade, and entertain.</li><li>Examine the intersections and conflicts between visual (e.g., media images, painting, film, graphic arts) and verbal messages.</li><li>Recognize how visual techniques or design elements (e.g., special effects, camera angles) carry or influence messages in various media.</li><li>Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</li></ol> |
| <p>9.9.8.8 As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.)</p> <ol style="list-style-type: none"><li>Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses.</li><li>Publish the work and share with an audience.</li></ol> | <p>11.9.8.8 As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to connect literature to a culture or a literary period, to recast a piece of literature into a different time period or culture, to critique popular culture, to create a parody or satire).</p> <ol style="list-style-type: none"><li>Present, transform or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and the different types of Creative Commons licenses.</li><li>Publish the work and share with an audience.</li></ol>   |

YouTube

Gatsby's Frantic Run in the Rain to Meet Daisy at Nick's Cottage



#LTCSpark





WE ATE REALLY FAST,  
SO WE HAD TO WAIT A  
WHILE FOR MY DAD TO  
COME.



WE WAITED...



AND WAITED...



WE STARTED TALKING  
ABOUT THE MOST  
RANDOM THINGS.



VEGETARIANISM...



STARVING KIDS IN  
AFRICA



GAY MARRIAGE...



TERRORISM...

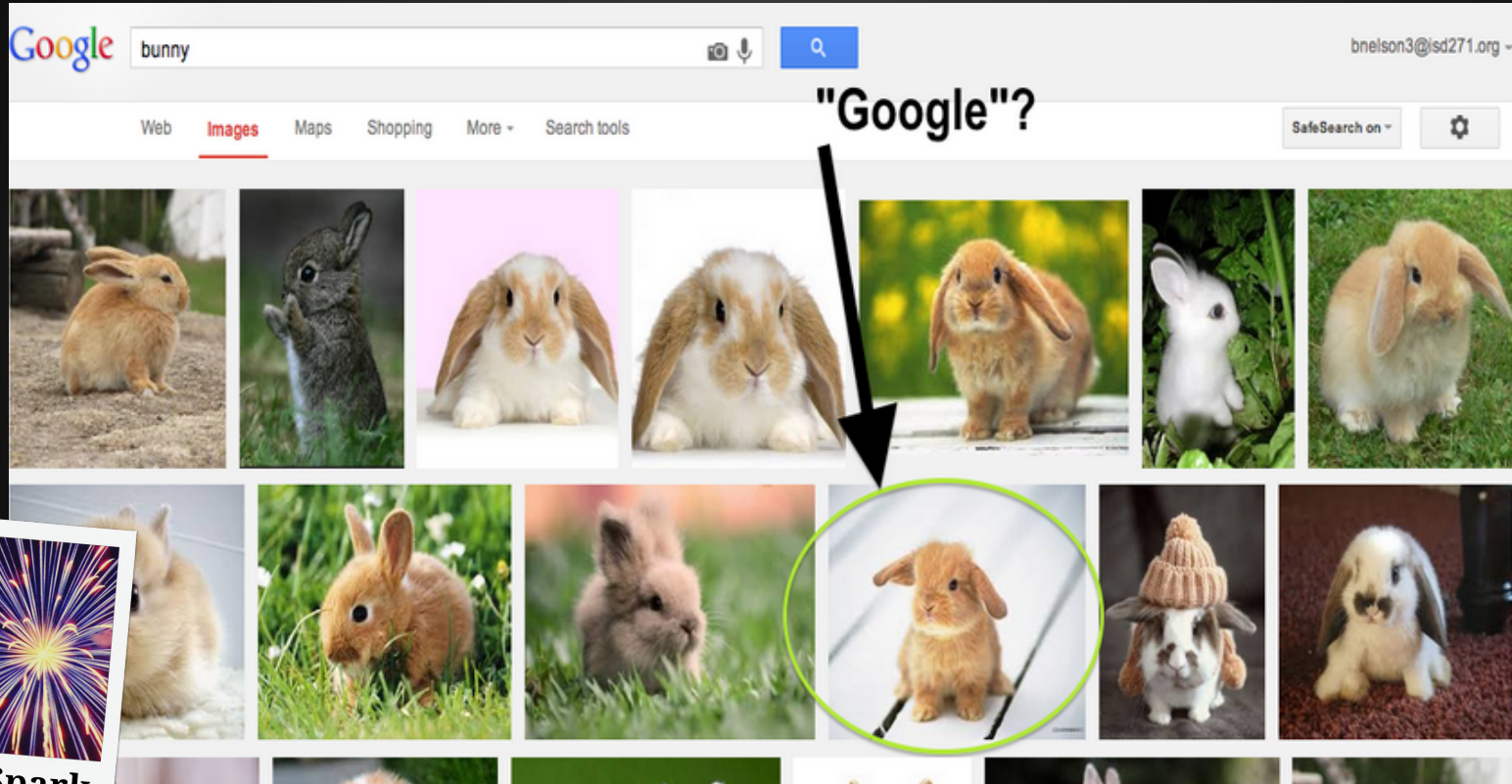


AND A MOST  
PRESSING MATTER...  
FACEBOOK OVERUSE!



#LTCspark

# After seeing a few rounds of results...





IT'S DEFINITELY HER APPENDIX. GOOD THING YOU CAUGHT IT RIGHT AWAY. WE'LL BRING HER INTO SURGERY NOW.

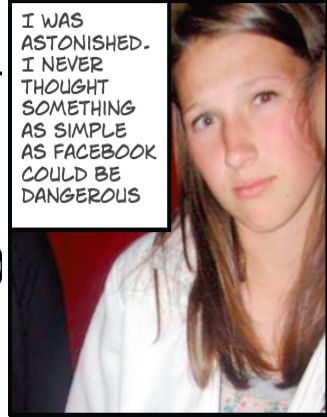


WHEN I WAS IN KINDERGARTEN, ON 9/11/2011, THE TWIN TOWERS WENT DOWN.



WHY DID THIS HAPPEN MOM?

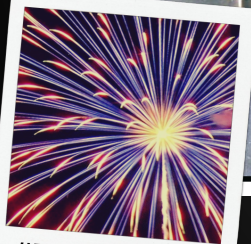
I HAD NO IDEA WHAT WAS GOING ON!



I WAS ASTONISHED. I NEVER THOUGHT SOMETHING AS SIMPLE AS FACEBOOK COULD BE DANGEROUS



IF SO MANY PEOPLE REALIZE THIS, WHY IS THERE NOTHING BEING DONE ABOUT IT?



#LTCSpark

# Benchmark: Literacy in History/Social Studies

Standard: 11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

| <i>Integration of Knowledge and Ideas</i>   |  |  |
|---|--|--|
| 6.12.7.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts. | 9.12.7.7 Integrate quantitative or technical analysis (e.g., charts, <b>maps</b> , research data) with qualitative analysis in print or digital text.                                    | 11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, <b>spatially, aurally, physically</b> as well as in words) in order to address a question or solve a problem. |
| 6.12.8.8 Distinguish among fact, opinion, and reasoned judgment in a text.  | 9.12.8.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.  | 11.12.8.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging <b>them with other information</b> .   |
| 6.12.9.9 Analyze the relationship between a primary and secondary source on the same topic.   | 9.12.9.9 Compare and contrast treatments of the same topic in several primary and secondary sources, <b>including texts from various cultures and Minnesota American Indian culture.</b> | 11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.   |

CHANHASSEN  
HIGH SCHOOL



> LINKS

## History Day



Ask questions, challenge thinking, and propose conclusions.

Research Help

Tertiary, Secondary and  
Primary Sources

Using Databases To Find  
Tertiary Sources

Using Libraries for  
Research



#LTCSpark

# Five Sites We (and our students) Can't Live Without Right Now



Quizlet



goodreads



#LTCSpark



# Works Cited

“Common Core Standards 101.” Digital image. *Education Votes*. Web.

Holfield, Valerie. “Fireworks Twelve.” Digital image. *Flickr*. 2006. Web.

Minnesota Department of Education. Academic Standards: English Language Arts K-12. 2010. Web.

n.a. “Young Woman With Book.” Digital Image. Common Core Blog: Explaining Common Core Writing Activities. 2012. Web.

Penguin. “13 Reasons Why Cover.” Digital image. *Penguin Group (usa)*. 2014. Web.

Random House. “Persepolis Cover.” Digital Image. *Random House*, 2014. Web.

Satrapi, Marjane. *Persepolis*. New York: Pantheon, 2004. Print.

