

PARTNER NAMES: _____

DYING OR DEAD TECHNOLOGY: _____

ALTAR PRESENTATION: **Thursday, March 12, in the library**

DAY OF THE DEAD TECHNOLOGY

RESEARCH AND ALTAR PROJECT

Traditionally, Day of the Dead altars are built to remember and appreciate the lives of deceased loved ones by building altars with food, candles, flowers, pictures, objects and other *ofrendas*, or offerings. Your assignment will be to create an altar that is similar in spirit but unique to the technology. You should read about and study traditional altars; then, throughout your research, consider how you can create an altar for the spirit of the technology.

You will be expected to research your dead or dying technology using the Big6 Research Process. You will learn how to check and choose credible sources, take notes, write an outline, create a works cited page, and draft, revise, and edit a research report.

But what do I write about? That is up to your curiosity! Are you interested in the rise and fall of the tech? Or what device replaced the tech? Or how about why the tech was invented...or even how it works? The research question is up to you. Most often students look at the "life" of the tech: when and why it was invented, information on its heyday, and why it died or is dying.

Part 1: The Big6 Research Process

Part 2: Notetaking and Citations

Part 3: The Writing Process

Part 4: The Shoebox Altar

What will the paper look like? Overview of requirements:

- At least four sources of information;
- At least two pages, typed, double-spaced;
- Sources summarized, quoted, or paraphrased with parenthetical citations;
- Your own ideas along with the information you found in books, web sites, and other sources, making sure that your final product or paper is more than just a summary of what you found in the other sources. Think about using imagery, figurative language, etc.
- Multi-paragraph with an introduction, controlling idea (thesis), body paragraphs with transitional phrases, and a conclusion;
- Revision session for fluency and word choice;
- Edited for G. U. M. S.
- Works Cited page

The Shoebox Altar

- A. Honors the technology and reflects the “personality” of the machine while reflecting on history and/or cultural impact
- B. A creative spin on traditional altars with items and offerings
- C. Offerings are creatively linked to the honoree.
- D. Includes an image, sample or recreation of the technology
- E. Colorful, creative and visually appealing
- F. Take notes on creative, clever ideas as you go!



	4	3	2	1
Representation of Honoree THE ALTAR MEMORIAL OF THE LIFE	The observer learns much about your technology as a result of seeing your altar. There is a connection between the altar and the “life” of the honoree and its <u>history</u> and cultural impact. The technology is represented visually either through real sample, a model, or a visual.	The observer learns something about the honoree as a result of seeing your altar. There is a clear connection between the items included and the “life” of the honoree. The technology is represented visually either through real sample, a model, or a visual.	The observer learns little about the honoree as a result of seeing your altar. The items included and the “life” of the honoree are loosely connected. The technology is represented visually either through real sample, a model, or a visual but is of poor quality.	The observer struggles to learn about the life of the honoree because the items included are not clearly connected. The representation is missing or of very poor quality.
Elements and critical thinking THE OFRENDAS	The elements include creatively linked “offerings” that reflect the “life” of the honoree. Shows high level of creative, critical thinking. Includes at least four creative offerings.	The elements include “offerings” that reflect the honoree. Shows critical/creative thinking. Includes at least 3 creative offerings.	The elements include very few “offerings” or the offerings don’t honor the item. Needs more work on creative/critical thinking.	The offerings are missing or of poor quality. Shows little to no creative/critical thinking.
Creativity/ Quality/Effort THE DESIGN AND FINAL PRODUCT	The overall quality, effort and creativity is excellent. Everything is thoughtful, colorful and well put together. It is clear the students considered their research and how best to memorialize the honoree.	The overall quality, effort and creativity is good. Items show some thought, color and design. The students considered their research and how best to memorialize the honoree.	The overall quality, effort and creativity could use more thought. Though presentable, the items need more work on color and design; students need to consider their research more and put in more creative, critical thinking .	The students little time connecting their research to the altar. The presentation and offerings are severely lacking as is the quality, effort and creative, critical thinking.

Altar Plan of Action

The Altar Tradition

Honors the technology and reflects the “personality” of the machine while reflecting on history and/or cultural impact. The observer **learns** much about your technology as a result of seeing your altar. There is a **connection** between the altar and the “life” of the honoree and its history and cultural impact.

Ideas:

Ofrendas

Offerings are creatively linked to honoree. Items should reflect and honor the life of the item.

Ideas:

Visual Representation of the Item

Includes an image, sample or recreation of the technology.

Ideas:

High Level of Creative, Critical Thinking

Creative spin on traditional altars with items and offerings.

Ideas:

The Big6 Research Process

STEP 1: TASK DEFINITION

TASK 1: Write the assignment here in your own words:

TASK 2: What do I already know about the subject?

TASK 3: What do you WANT to know about this technology? What are you curious about?

TASK 4: Write a driving question that will guide all of your research. This question is a big picture and will be key to writing your thesis. This is what you are curious about.

- a) **Write an essential question that will focus all of your research. BE CAREFUL not to write a question that is too broad (too many results) or too specific (yes or no results).**

- b) **What type of organizational pattern(s) will you use this project?**

TASK 5: What information do I need to include? Brainstorm on a bubble map all the possibilities.

TASK 9:

Primary Sources are immediate, first-hand accounts of a topic, from people who had a direct connection with it.

a) **Explain which type of primary sources might be available for this project.**

Secondary Sources are one step removed from primary sources, though they often quote or otherwise use primary sources. They can cover the same topic, but add a layer of interpretation and analysis.

b) **What secondary sources will you search for information on this project?**

ACTIVITY: Mark the following as primary (P) or secondary (S) sources. If there is a chance it could be both, number it and explain your conclusion below the list.

Eyewitness report	Documentary	Reference book	instruction manual
Journal	art work	Magazine article	newspaper article
diary	census	Biography	historical map
autobiography	letter	Album review	encyclopedia
footage	photograph	Reference website	cartoon
Interview	biography	newscast	scientific journal
article			

EXPLANATION SPACE IF SOURCE COULD BE BOTH:

STEP 3: LOCATION AND ACCESS

TASK 10: Where will I find my sources?

_____ **School Library**

_____ **Digital Library** (LAUSD collection of online databases including encyclopedias and journals)

_____ **Public Library**

_____ **Provided by my teacher**

_____ **Internet**

_____ **Interview**

TASK 11: Make a list of keywords for your questions. Expand the keywords then expand the concepts. Use the image on the notes as an example on how to expand.

TASK 12: Make a personal list of Google search tips you plan to use.

TASK 13: Evaluating websites

a) Make a list of warning signs that a website might not be credible.

b) Explain C.R. A. A. P. and how it might help you in this project.

c) Explain the different domain meanings mean and rank from the most to least reliable as sources.

STEP 4: USE OF INFORMATION (slideshow)

TASK 14: Copy down the source information on the source sheet! Each person should have his/her own sheet. This will be scored independently.

TASK 15: Using the slideshow, fill in the chart and decide which format works best for your group. Will each of you use the same format?

	What does it look like?	Benefits	Disadvantages
Notecards			
Cornell notes			
Google Drive			

STEP 5: SYNTHESIS (Slideshow)

5.1 Organize information from multiple sources

TASK 16: What are the three main concepts that need to be considered BEFORE taking notes? (from slideshow!)

TASK 17: Review notes on plagiarism on the slideshow; then, complete the following pre-test: Identify each statement as either T (true) or F (false). Write your response in the blank next to each statement.

- _____ 1. Copying and pasting from the Internet can be done without citing the Internet page because everything on the Internet is common knowledge and can be used without citation.
- _____ 2. You don't have to use quotation marks when you paraphrase an author as long as you cite the author's name at the end of the paragraph.
- _____ 3. When you summarize a block of text from another work, citing the source at the end of your paper is sufficient.
- _____ 4. If you quote your parent in an interview, you don't have to cite or use quotation marks.
- _____ 5. You don't have to cite famous proverbs because they're common knowledge.
- _____ 6. If you borrow someone's idea and use it in a paper, you don't have to cite it.
- _____ 7. Using a few phrases from an article and mixing them with your own words is not plagiarism.
- _____ 8. Song lyrics don't have to be cited.
- _____ 9. The date for George Washington's birthday is common knowledge which means you don't have to cite the source in which you found it.
- _____ 10. You don't have to cite images from the Internet because they are public domain.
- _____ 11. If you use a thesaurus and change the words of a sentence, you have avoided plagiarism.

TASK 18: Take notes, making sure to note source number, category/question the note(s) can be placed, and type of note: paraphrase (P), quote with who said it and the expertise(Q), summary (G), personal commentary or question (CM).

TASK 19: Create an outline of your research based on your sort and sift.

STEP 6: EVALUATION

TASK 20: ANNOTATE the writing and citation rubrics using a highlighter.

TASK 21: Complete the following reflection.

POST PROJECT COLLABORATIVE SCORE

21st Century Super Skills: In each standard, assign a 4-3-2-1 for each category.

Name	Communication	Collaboration	Critical Thinking	Creativity	TOTAL/ 16

Benchmark 1: The Research Process

1. **Form a research question**
2. **Identify appropriate resources**
3. **Gather information from resources**
4. **Sort sift information**
5. **Process information to derive meaning**
6. **Create final product which communicates findings**
7. **Evaluate the process**

Your Task: Research Skills

Plug the research skills into the process in all the places they occur; you may use the research skills more than once!

- Outlining
- Types of resources

- Judge usefulness of resources
- Judge validity of resources
- Perform effective information searches (print, electronic)
- Use of primary documents
- Distinguish fact from opinion
- Bibliography
- Cite resources
- Copyright ethics
- Note-taking from resources
- Support with evidence
- Derive new ideas and/or draw inferences from the evidence
- Draw conclusions
- Final product production: word processing, video production, multi-media, graphing, charting, illustrating, etc.
- Effective communication (written, oral, etc)

Benchmark 2: Writing Research Questions

When doing research, it is very important to write very clear research questions. Here we will step through the process of writing and selecting questions for your project.

What is your research topic? _____

Basic short-answer questions: Who, what, when, and where questions can typically be answered with short answers and are usually not considered research questions. They are very important to our research, but more for background information for our larger questions.

For example:

- *Who invented the Moog Synthesizer?*
- *What is the Moog Synthesizer?*
- *When was it developed?*
- *Where was it developed?*

- *Who uses the Moog Synthesizer?*
- *When is it used?*

Activity: For your chosen research topic, write two of each of these types of questions.

Who questions:

- 1.
- 2.

What questions:

- 1.
- 2.

When questions:

- 1.
- 2.

Where questions:

- 1.
- 2.

Research questions deal with **big ideas, changes over time, different points of view, ethical issues, etc.** They typically deal with how and why, and combinations of these. For example:

- *Why was the Moog Synthesizer such a huge success from the very beginning?*
- *Why did some musicians refuse to accept this technology?*
- *How is it important today?*
- *How has synthetic music changed since the first Moog was developed?*
- *How did the Moog impact the music industry today?*

Some *what* and *where* questions deal with big ideas; for example:

- *From where did Moog get his ideas for the development of the synthesizer?*

- *What were the major objections voiced about the synthesizer after it was released?*

For your chosen topic, write three of each of these types of questions:

Why questions:

- 1.
- 2.
- 3.

How questions:

- 1.
- 2.
- 3.

- **Write an overarching research question that covers your big idea for this project:**
- **What organizational patterns do you foresee using? Cause-effect, problem-solution, compare/contrast, description sequence?**

Benchmark 3: Identify appropriate resources

Complete the activities for the [interactive lesson: Types of Sources](#). Take notes on the key ideas of the section below. **Canceled!** READ THE NOTES BELOW.

Primary Sources are immediate, first-hand accounts of a topic, from people who had a direct connection with it. **Do you think you'll use any primary sources for this project? Which ones?**

Secondary Sources are one step removed from primary sources, though they often quote or otherwise use primary sources. They can cover the same topic, but add a layer of interpretation and analysis. **What secondary sources will you search for information on this project?**

ACTIVITY: Mark the following as primary (P) or secondary (S) sources. If there is a chance it could be both, number it and explain your conclusion below the list.

:

Eyewitness report	Documentary	Reference book	instruction manual
Journal	art work	Magazine article	newspaper article
diary	census	Biography	historical map
autobiography	letter	Album review	encyclopedia
footage	photograph	Reference website	cartoon

Interview
article

biography

newscast

scientific journal

ACTIVITY: View Ms. Concebida's Digital Library Presentation. Create a Venn Diagram that compares and contrasts using a database vs. using the Internet.

Please attach to your packet.

QUESTION: Based on your topic and research question, which types of sources do you plan on exploring and why?

Benchmark 4: Gather information from resources

Complete the activities for the interactive lesson: *Taking Notes*. Jot down the key ideas of the section below.

SKIP THIS SECTION. TAKE NOTES FROM SLIDESHOW.

COMPLETE: PLAGIARISM PRE-TEST

Identify each statement as either T (true) or F (false). Write your response in the blank next to each statement.

- _____1. Copying and pasting from the Internet can be done without citing the Internet page, because everything on the Internet is common knowledge and can be used without citation.
- _____2. You don't have to use quotation marks when you quote an author as long as you cite the author's name at the end of the paragraph.
- _____3. When you summarize a block of text from another work, citing the source at the end of your paper is sufficient.
- _____4. If you quote your roommate in an interview, you don't have to cite or use quotation marks.
- _____5. You don't have to cite famous proverbs because they're common knowledge.
- _____6. If you borrow someone's idea and use it in a paper, you don't have to cite it.
- _____7. Using a few phrases from an article and mixing them with your own words is not plagiarism.
- _____8. Song lyrics don't have to be cited.
- _____9. The date for George Washington's birthday is common knowledge which means you don't have to cite the source in which you found it.

ACTIVITY: FOR EACH FOCUS QUESTION BELOW, HIGHLIGHT THE KEY POINTS ABOUT WHEN TO TAKE DIFFERENT TYPES OF NOTES.

When should you directly quote a long passage, paraphrase it, or summarize it in their notes?

- Use a direct quotation when a passage expresses important ideas in a distinctive way.
- If the passage does not contain lively or original language, paraphrase it, restating the author's ideas and supporting details in their own words.
- If the details in the passage are not important, students should summarize the passage by noting only the key points.

Plagiarism is using another writer's words or ideas without giving credit to that writer. How can you avoid accidental plagiarism?

- Take careful notes throughout the research process.
- If you are noting another writer's exact words, make sure to put quotation marks around the quoted words. Remember, exact quotes should be relevant, original, and lively language; otherwise, jot down notes in your own words.
- No matter how you decide to take notes (written, notecards, Cornell Notes, Google Docs, etc.) you must create a source sheet and note from which source you are getting the information--even if you write down even one fact!
- Even if you paraphrase something, you must still give credit to the original source. For example:
 - *Family friendly and convenient, drive-in movie theaters were a staple of the 1950s (Reid).*
- You may not copy a sentence down then use synonyms to change the wording and keep the syntax or sentence structure. THIS IS PLAGIARISM. Copying the same structure, phrases or words is still copying and considered plagiarism. This is why you should read the information, look away, and write bulleted facts or chunks in your own words.
- Do not copy and paste anything unless a direct quote. With these, you must mention who exactly is saying that and what makes him/her an expert.
 - Johnny Gomez, the owner of Flip Side Records, acknowledges, "...” (“The Death of the Record Store”).

- Believe in your writing talent! You are smart and capable of generating ideas on your own. You don't have to copy someone else's ideas because you have plenty of creative ideas of your own

ACTIVITY: Sort the research questions by partner. Below, write which partner will be finding the answers to which questions. Copy these on a separate sheet of paper to keep when you begin finding sources. You will attach these to your packet when you turn the packet in!

Benchmark 5: Sort and Sift

What makes a thesis statement important?

<p>A thesis statement helps you:</p> <ol style="list-style-type: none"> 1. start drafting 2. stay focused 3. narrow your subject 4. have a point of reference to guide your paper 	<p>A thesis statement serves three purposes:</p> <ol style="list-style-type: none"> 1. gives a preview to the audience of what the project will discuss 2. presents the categories that will be used to organize the project 3. introduces the order in which the categories will be presented
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What is a strong thesis statement:

1. A strong thesis statement is sets up what will be discussed. Try and keep to one sentence.

Strong thesis: Although drive-in theaters had their heyday in American culture, newer technology accessible inside the home has made these once popular family entertainment centers a hard-to-find relic of the past. (THE PAPER WILL DISCUSS THE HIGHLIGHTS OF THE DRIVE-IN AND THEN THE DECLINE DUE TO OTHER, IN-HOME TECHNOLOGIES).

Weak thesis: Drive-in theaters were very popular for a long time with families. Now, lots of people go to the movies because there are things like 3-D technology. Also, newer technology came out that allowed families to watch movies inside the home like Netflix and Hulu. Drive-in theaters are relics of the past. (TOO MANY IDEAS AND TOO MANY SPECIFIC DETAILS THAT ARE MORE APPROPRIATE IN BODY PARAGRAPHS.)

2. A strong thesis statement is limited to one main idea.

Strong thesis: The key to successful dieting is focusing on a specific goal.

Weak thesis: The key to successful dieting is focusing on a specific goal, which is also the key to successfully running a business and coaching a football team. (UNLESS YOU ARE GOING TO DISCUSS ALL THE ISSUES LISTED, FOCUS ON ONE IDEA).

3. A strong thesis statement is a declarative sentence with no qualifiers (in my opinion, I think, might, maybe, perhaps, etc.):

Strong thesis: LeBron James' ability to score, pass, and rebound make him the league's most valuable player.

Weak thesis: LeBron James' ability to score, pass, and rebound just might make him the league's most valuable player. (YOU ARE THE EXPERT; TAKE OUT THE DOUBT "JUST MIGHT")

ACTIVITY: With your partner, begin your outline by crafting a thesis statement to set up the structure of your entire report. Is it going to set up a **cause-effect, compare-contrast, problem-solution?** Use the structure and language of the overall organization to guide your thesis creation. This should be **I. of your outline.**

CREATING AN OUTLINE

1. Begin your outline with your thesis statement as Roman numeral I. You should write out your entire thesis as a complete sentence to begin your outline.
2. To generate the body of your outline, go back to your notes and chunk your information into logical categories. You can organize them chronologically, from description of technology to popularity to decline to current status, etc. Remember that your outline is an overview of your paper. So consider how you want your essay arranged, and that is how your outline should be arranged as well.
3. If you will be using a direct quote in your final academic essay, where the quote will be in the paper must be documented in your outline. You must write the quote as it will appear in your paper in your outline with parenthetical (in-text) citation. (See the example below.)
4. The body of your outline WILL NOT be written as complete sentences, but rather as the main ideas/categories of the notes that you took.
5. The very last thing on your outline is the conclusion, which, like the introduction, should be written as a complete sentence. The conclusion of your essay will be a restatement of your thesis. No new

information should be presented in your conclusion, but rather the main points of your essay should be reiterated.

Example of an Outline

I. Despite being a nun, Saint Teresa Benedicta became a martyr for her religious beliefs in the Holocaust.

II. Childhood

A. Birthdate

B. Parents

III. Education

A. Studies (Saint Teresa Benedicta 18)

1. Despite the fact that she stopped believing in God at the age of 14, Edith Stein was intrigued by those who “learned to live at God’s hands” (Koeppel 11).

B. Husserl and phenomenology

IV. On May 1, 1987, Pope John Paul II beatified Saint Teresa Benedicta for suffering a martyr’s death for her faith.

*****Your outline will be a “working outline”, which means that it may change. For this benchmark, create the outline and show Ms. Hoefler.**

Benchmark 8: Unpacking the Rubric

Read and highlight the key ideas under each section of the Explanatory/Informative Rubric.

In your own words, what is most important to keep in mind for:

Statement of Focus/Purpose:

Organization:

Elaboration of Evidence:

Language and Vocabulary:

Conventions:

Writing Packet: Ready to Write!

Introductions and Title:

- Kick off your paper with a showstopper title. Consider using a line or phrase from your own writing or research. You may save this for the end of your writing process.
- Introductions should begin with an interesting idea associated with your topic (Think about the “S” or “P” of SOAPStone. How can you present it in a way to catch your reader’s attention? Try a fun fact you learned or describe a scene with your technology in use. Use a statistic or write a big idea about the broader issues at play like communication or entertainment.
- Your thesis should be the last statement of your introduction.
- No first or second person in academic writing. Avoid “I” and “you” and “we”.

Body Paragraphs

- You will need to use parenthetical citations when including facts from your research.
- There are two ways to do this. Use both to provide variety
 - 1) After writing using the research, add a parentheses at the end with the name of the author, or, if no name is listed, the title of the article.

- **POOR WRITING:** The VCR was invented in 1956. The VCR cost around \$50,000. This pricepoint did not distract buyers. The VCR's went into homes in the 1960s (Bromwich).
- **STRONG WRITING COMBINES SENTENCES, CONNECTS IDEAS, AND VARIES BEGINNINGS AND LENGTHS:** Invented in 1956 and introduced in households in the 1960s, the VCR was an entertainment game-changer. Although the price was astoundingly high at \$50,000, buyers were not detracted, and sales climbed well into the 80s (Bromwich).
- **Reference the attached sheet to review different types of sentences (simple, compound, complex, compound-complex). Strong, interesting writing should have a mix of these. Also, see the attached sheet for ideas for different ways to begin sentences.**

Conclusion

- Conclusions restate your main points in a new way.
- End your conclusion with a big idea question--so why does this all matter.

POST PROJECT COLLABORATIVE SCORE

21st Century Super Skills: In each standard, assign a 4-3-2-1 for each category.

Name	Communication	Collaboration	Critical Thinking	Creativity	TOTAL/ 16

