



Georgia Teachers of the Year Association

E-mail to [MPedersen@paulding.k12.ga.us](mailto:MPedersen@paulding.k12.ga.us) no later than October 29, 2016

Name: Elaine Kitchens

School: Oglethorpe County High School District: Oglethorpe County

Your e-mail address at school: ekitchens@oglethorpe.k12.ga.us Home: ~~ekitchens27@windstream.net~~

**“Promising Practices Classroom Activity”**

Title of Activity: Annotated Bibliography (2-3 week activity)

Recommended to use with this number of students: can be small group or whole class

Content Area: English / Language Arts, but Grade Level(s): 9-12  
adaptable

Match to Georgia Standard(s): 9-10L3, W7, W8, W9, RL1, RT1

**Note:** Use the remainder of this page and up to one additional page for describing the activity.

In this activity, students develop a research question, gather sources related to that question, evaluate the usefulness of those sources, and connect the research topic to a text being studied. After reading a text, the teacher determines a list of topics related to the time period of the book, the major conflicts, or the plot. Topics should be suitable for research (have multiple sources available).

For this activity, students should follow these steps:

1. Choose a topic.
2. Develop an appropriate research question, based on that topic. Teacher will check research questions and model creation of an appropriate research question.
3. Gather research sources of multiple required types (book, internet,

4. Create MLA-style bibliography entries for each source (students have notes and prior practice available to support this step)
5. For each source, evaluate the arrangement, the main topics, the connection to the research question, and whether or not this source would be useful in writing a paper about that research question. Write responses in a coherent paragraph under the bibliographic entry for this source.
6. Write a connection paper analyzing how the chosen research topic is present in the text read in class.

This activity serves as a summative assessment for the unit and as a research project that can build skills as students work toward a full research paper. Because the teacher can alter the number and type of sources without altering the intent of the activity, this activity lends itself well to differentiation for varying levels or to focus on research for a particular type of source. It would also be adaptable to other content areas, particularly social studies and science, allowing students to practice research skills and gain a more in-depth knowledge of the topic without necessarily requiring a full research paper.

Alternatively, the bibliography could be used as the first step in a full research paper. In that case, the research paper would replace the connection paper in step 6.