

Source Trail

Research sources, notes, and evidence roles.

8.T.RA.1.b "Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each source Nia uses, circle details that show how she checks or tracks a source, and put a star beside evidence she uses in her report.

Tracing a Court Case

- ① For a report on *Brown v. Board of Education*, Nia began with a question: How did the 1954 Supreme Court decision affect public schools? She located a print book by historian Richard Kluger in the library catalog and checked the author's background and the book's notes. She also opened the National Archives website, which provides a scanned copy of the Court's decision. These sources came from identifiable experts or institutions, and each named when it was published or created.
- ② To add a personal communication, Nia emailed a reference librarian at a university law library. The librarian explained how to read the decision's date, case name, and page numbers, then Nia saved the reply with the date and the librarian's title. In a research chart, she placed notes from each source in separate rows. Next to every note, she recorded the source, page or web address, date, and a tag such as ruling, legal strategy, or school impact.
- ③ When drafting, Nia did not treat all three sources as identical proof. She used the scanned decision to support her statement that the Court rejected school segregation, and she used Kluger's book for context about the legal campaign. The librarian's message helped her cite the decision accurately, not prove the historical claim. Nia combined the sources in her own words and included citations so readers could trace each idea back to its source with ease.

2 ANSWER WITH EVIDENCE Use the passage

1 If Nia writes that the Court rejected school segregation, which source should she cite? Explain why.

2 What information does Nia record next to each note in her research chart? Name three details.

3 Why should Nia not use the librarian's message as the only proof of a historical claim about Brown v. Board of Education?

4 How do Nia's tags help her integrate information when she drafts her report?

3 YOUR TURN Your own words

Choose a question about a book, author, or issue connected to a text you are studying. In 80 to 100 words, name one credible print source, one credible digital source, and one personal communication; state what you would gather from each, give two details to record for each note, and write one sentence that combines evidence from two sources without treating personal communication as proof.

PART 1 • READ AND MARK

Underline each source Nia uses, circle details that show how she checks or tracks a source, and put a star beside evidence she uses in her report. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	If Nia writes that the Court rejected school segregation, which source should she cite? Explain why.	She should cite the scanned Supreme Court decision from the National Archives because it is the source she used to support that claim.
2	What information does Nia record next to each note in her research chart? Name three details.	She records the source, a page number or web address, the date, and a topic tag. Any three are correct.
3	Why should Nia not use the librarian's message as the only proof of a historical claim about Brown v. Board of Education?	The librarian helped Nia read and cite the decision accurately, but the message does not provide the historical evidence for the claim.
4	How do Nia's tags help her integrate information when she drafts her report?	The tags organize notes by topics, such as the ruling or legal strategy, so she can select and combine relevant information from different sources.

PART 3 • YOUR TURN (SAMPLE ANSWER)

My question is how Mary Shelley used science ideas in *Frankenstein*. I would use *The Cambridge Companion to Mary Shelley*, a print collection written by scholars, for a historian's explanation of Romantic-era science. I would use the British Library's online collection on *Frankenstein* for images and facts from its collection. I would email a literature professor about search terms. For every note, I would record the source title, page or web address, and date. The book and British Library source show that the novel grew from scientific debates, while the professor's reply guides my search rather than proving that claim.

Accept credible sources that have identifiable authors, publishers, institutions, or relevant expertise. In the open response, check that the student distinguishes evidence from research guidance and includes all requested source types and note details.