

Question Paths

Plan a short research project with sources and focused follow-up questions.

L6-8WHST7 "Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the main research question, circle each source, and number the related questions. These marks show how a researcher moves from one broad question to focused paths for finding evidence.

Researching Food at Cahokia

- ① When a class researched Cahokia, a large Indigenous city that stood near today's St. Louis about 1,000 years ago, its first question was, "How did Cahokia's residents get enough food?" The class began with a museum article about maize farming. It then read a park service page about nearby wetlands and a summary of an archaeology field report. Each source offered clues, but each had a different purpose and kind of evidence. The researchers wrote the source name beside every note.
- ② The group did not stop after collecting sources. It wrote focused related questions that could lead in more than one direction: "Which crops grew in fields near Cahokia?" "What animal bones were found at homes or trash areas?" and "How did trade bring food from other places?" The crop question could use plant remains and soil studies. The bone question could use excavation reports. The trade question could use evidence about shells, fish, or stone from distant regions. These questions were narrow enough to guide a search.
- ③ Next, students compared their notes instead of choosing the first claim they saw. The museum article explained how maize could feed many people, while the field-report summary described charred kernels and storage pits. The park service page helped the group ask about fishing and wild plants. For a short final report, students planned to state an answer, name evidence from at least two sources, and explain where the sources agreed or supplied different information. They also kept one new question for later research.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What was the class's main research question? Name two sources the class used to investigate it.

2 Which related question could students investigate with excavation reports? Explain why that source fits the question.

3 Choose one related question from the passage. What two kinds of evidence or sources could help answer it?

4 According to the passage, what should students do if two sources agree or give different information in a final report?

3 YOUR TURN _____ Your own words

Choose a history topic you want to investigate. Write one main research question, name three sources you would use, and write two focused related questions that could guide different parts of your research.

PART 1 • READ AND MARK

Underline the main research question, circle each source, and number the related questions. These marks show how a researcher moves from one broad question to focused paths for finding evidence. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What was the class's main research question? Name two sources the class used to investigate it.	The main question was how Cahokia's residents got enough food. The class used a museum article about maize farming and a park service page about wetlands. It also used a summary of an archaeology field report.
2	Which related question could students investigate with excavation reports? Explain why that source fits the question.	The question about animal bones found at homes or trash areas fits. Excavation reports can describe bones and other materials found during digging.
3	Choose one related question from the passage. What two kinds of evidence or sources could help answer it?	Answers vary. For the crop question, plant remains and soil studies could help. For the trade question, evidence about shells, fish, or stone from distant regions could help.
4	According to the passage, what should students do if two sources agree or give different information in a final report?	Students should name evidence from at least two sources and explain where the sources agree or supply different information.

PART 3 • YOUR TURN (SAMPLE ANSWER)

My main question is, "How did the Erie Canal change towns in New York?" I would use a New York State Museum article, a National Park Service history page, and a digitized 1825 newspaper. My related questions are, "Which jobs grew near canal locks?" and "How did canal travel change the goods sold in town markets?"

Accept a clear, researchable history question, three relevant sources, and two narrower related questions. The related questions should explore different useful paths rather than repeat the main question.