# Evidence, Not Echoes

Choose sources that fit each part of a research question.

**8.T.C.2.d** "Use a variety of credible sources to research the answers to questions on academic and individual topics of interest. (C)"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline each source named or described. Then circle details that show why the source is useful, limited, or credible.

### Researching a Speaker's Voice

1. When researching an author or speaker, a good question needs more than one kind of source. Suppose you ask, "How did Maya Angelou's early experiences help shape her public voice?" Angelou published her memoir I Know Why the Caged Bird Sings in 1969 and read "On the Pulse of Morning" at President Bill Clinton's 1993 inauguration. Those facts can help you choose sources, but they do not by themselves explain the connection. You need evidence that fits each part of the question.

2. First, the memoir is a primary source because Angelou describes her own remembered life. It can show the experiences she chose to emphasize, yet memory and storytelling choices mean that it should not stand alone. Next, a student can use a peer-reviewed literary article found through a university library database. Such an article gives an expert's analysis and cites evidence that readers can inspect. A well-edited biography from the Poetry Foundation can provide basic dates and career facts, but it is not the best source for a detailed literary claim.

3. Before writing, compare the sources instead of collecting quotations from only one place. If the memoir and the scholarly article make a similar point, record the agreement and check what evidence each uses. If they disagree, describe the difference rather than hiding it. For a fact about the 1993 inauguration, an official government record or a reputable historical institution is stronger than an unsigned blog. Check who created every source, when it was published, its purpose, and whether its claims can be confirmed elsewhere.

**RESEARCH PACKET: FICTIONAL SCHOOL SPEAKER JORDAN (ALL RECORDS AUTHORED FOR THIS WORKSHEET)**

| Source and limits | Information to consult |
|---|---|
| A. Jordan's speech transcript; first-person fictional primary record, April 8. Shows words, not the audience's private reactions. | We can save clean paper from the recycling bin. We can use its blank sides for practice. We can ask each class to keep a reuse box. Let us begin with one box in this room today. |
| B. School forum program; fictional event record, April 8. Gives occasion and topic, not detailed language analysis. | Jordan spoke at the school resource forum on April 8. The listed talk was "One Reuse Box." The program invited students and teachers to discuss ways to use classroom supplies carefully. |
| C. Ms. Rivera's analysis note; fictional English teacher, April 9. Offers interpretation that must be checked against A. | Jordan repeats "We can" before three actions: saving paper, using blank sides and asking for reuse boxes. I interpret the repeated "we" as inviting shared responsibility. The final request narrows the first step to one box today. |

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What question about Maya Angelou does the passage use as a research example?

2. Why should Angelou's memoir not be the only source used for the research question?

3. Which source in the passage is strongest for a detailed literary claim? Give one reason.

4. What type of source should a researcher use to verify a fact about the 1993 inauguration instead of using an unsigned blog?

## 3 YOUR TURN

Your own words

Use all three supplied records to research this question: How does Jordan's language invite a shared action at the school forum? Read each actual record, label one relevant finding A, B or C, and explain what its creator and purpose let it support or leave uncertain. Compare C's interpretation with the exact words in A; use B to check the occasion. Then write a two- or three-sentence research answer using source-labeled evidence from at least two records. These are classroom-authored fictional sources for a supported inquiry; do not report them as real historical documents. You may propose a future author question afterward.

ANSWER KEY

# Evidence, Not Echoes

GRADE 8 · 8.T.C.2.d

## PART 1 · READ AND MARK

Underline each source named or described. Then circle details that show why the source is useful, limited, or credible. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What question about Maya Angelou does the passage use as a research example? | **How did Maya Angelou's early experiences help shape her public voice?** |
| 2 | Why should Angelou's memoir not be the only source used for the research question? | **It reflects her remembered life and storytelling choices, so it should be checked with other sources.** |
| 3 | Which source in the passage is strongest for a detailed literary claim? Give one reason. | **A peer-reviewed literary article found through a university library database, because it provides expert analysis and cites evidence readers can inspect.** |
| 4 | What type of source should a researcher use to verify a fact about the 1993 inauguration instead of using an unsigned blog? | **An official government record or a reputable historical institution.** |

**PART 3 · YOUR TURN (SAMPLE ANSWER)**

Source findings:
A: Jordan repeats “We can” before saving paper, using blank sides and asking for boxes; a transcript supports the wording, not private audience reactions.
B: The program places the talk at a student-and-teacher resource forum, supporting the occasion.
C: Rivera interprets “we” as shared responsibility; I checked all three repeated openings against A.

Research answer: Jordan invites shared action by repeating “We can” before three practical steps (A). Rivera’s shared-responsibility interpretation fits that repeated wording (C), while the forum program identifies students and teachers as the invited participants (B). The final request makes one reuse box the immediate first step (A).

For Parts 1 and 2, accept accurate evidence about the original Angelou research example and source roles. For Part 3, check actual consultation of A, B and C, source-labeled findings, purpose/limit reasoning, a checked interpretation and a two- or three-sentence answer supported by at least two records. The packet is explicitly classroom fiction; credibility here concerns inspectable wording, purpose, and corroboration within that simulation, not an authenticated historical archive. A future source list alone is insufficient.