



**Primary Resources**

[Thesis Builder](#) ↗

This web site will allow the student to create an initial thesis statement to begin the research paper.

[Boolefy](#) ↗

[Read Write Think](#) ↗

This site provides graphic organizers for writing projects.

**Graphic Organizers**

[Compare and Contrast Map](#) ↗

[Essay Map](#) ↗

[Persuasive Map](#) ↗

[Web English Teacher](#) ↗


<http://webenglishteacher.com/> ↗

Presents the best of K-12 English/Language Arts teaching resources: lesson plans, WebQuests, videos, biography, e-texts, criticism, jokes, puzzles, and classroom activities.

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**9th Grade - Careers**

[O\\*net Online](#) ↗

The O\*NET system serves as the nation's primary source of occupational information, providing comprehensive information on key attributes and characteristics of workers and occupations. The O\*NET database houses this data and O\*NET OnLine provides easy access to that information.

[Occupational Outlook Handbook](#) ↗

*The Occupational Outlook Handbook* is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives.

[Pennsylvania Occupational Outlook Handbook](#) ↗

[Dictionary of Occupational Titles](#) ↗



[Occupational Awareness inventory \(OAI\).pdf](#)

Research Notes Sheet  
[notesheets.doc](#)

**10th Grade - Biography**

[Biography Maker](#) ↗

Use this link to get started creating a biography. It is a GREAT primer for the project.

[Power Library - Biography Reference Bank](#) ↗

When you are in school, you will have access to this resource. When you are at home, you will need a Martin Library card for access. This is a great resource for biographies.

[Delicious - Biographies - Tech](#) ↗

[Coach Snell's Biography List](#) ↗

**11th Grade - Persuasive**

This is also considered a position paper because you will take a personal stand on an issue and defend your "position" on that issue.

[Debate Database](#) ↗

<http://www.idebate.org/debatabase/> ↗

This site will assist in the development of pro and con information on generic topics.

[ProCon.org](http://www.procon.org)

<http://www.procon.org>

Promoting critical thinking, education, and informed citizenship by presenting controversial issues in a straightforward, nonpartisan primarily pro-con format."

[Where Your Ideas can change Minds](#)

<http://www.youdebate.com/>

This site will assist in the development of pro and con information on generic topics.

[civilrights.org](http://www.civilrights.org)

<http://www.civilrights.org/index.html>

civilrights.org is a collaboration of the Leadership Conference on Civil Rights and the Leadership Conference on Civil Rights Education Fund. Its mission: to serve as the site of record for relevant and up-to-the minute civil rights news and information.

[BalancedPolitics.org](http://www.balancedpolitics.org)

<http://www.balancedpolitics.org/index.htm>

BalancedPolitics.org was developed to present a logical, balanced discussion on a number of issues important to society. We try to provide reasoned, critical, non-partisan analysis of both sides of the issue. We try to not let personal feelings or passions enter into the analysis, and we don't limit our thinking by political correctness.

The opinions on this website do not necessarily reflect the opinions of the author. The arguments of both sides are simply presented regardless of strength or weakness. It is up to the reader to decide which side (if any) has the stronger points. If after giving a thorough analysis to both sides of an issue, you can't decide which is better, you are not alone.

[Importance of Philosophy](http://www.importanceofphilosophy.com)

<http://www.importanceofphilosophy.com>

Philosophy is inescapable. Your philosophy is your worldview, which is a backdrop for all thought and a context for all knowledge. The decision about examining philosophy is between: 1) to make your philosophy explicit, or 2) to be a slave to the subconscious notions, principles, and other people's philosophies picked up throughout life. (See questions and answers)

[National Youth Rights Association](http://www.youthrights.org)

<http://www.youthrights.org/>

The National Youth Rights Association is dedicated to defending the civil and human rights of young people in the United States. We believe certain basic rights are intrinsic parts of American citizenship and transcend age or status limits. As the world's leading democracy, the United States should not lag behind other nations in granting first-class citizenship to its young people.

[Public Agenda](http://www.publicagenda.org)

<http://www.publicagenda.org/index.cfm>

Public Agenda has been providing unbiased and unparalleled research that bridges the gap between American leaders and what the public really thinks about issues ranging from education to foreign policy to immigration to religion and civility in American life. Nonpartisan and nonprofit, Public Agenda was founded by social scientist and author Daniel Yankelovich and former Secretary of State Cyrus Vance in 1975. Public Agenda's two-fold mission is to help:

1. American leaders better understand the public's point of view.
2. Citizens know more about critical policy issues so they can make thoughtful, informed decisions.

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## 12th Grade - Brit Lit

This research is devoted to all things related to British Literature - authors, time periods, artifacts, etc.

[Medieval Research](#)

Connections to appropriate British Literature Topics for Research.

[British Literature](http://britannia.com/arts/literature/)

<http://britannia.com/arts/literature/>

List of links

[British Literature](http://brtom.org/litlinksbrit.html)

<http://brtom.org/litlinksbrit.html>

List of links

[british literature](http://categoog.org/Literature-british+literature)

<http://categoog.org/Literature-british+literature>

[English and American Literature Resources](http://www.lib.uconn.edu/online/research/bysubject/engweb.html)

<http://www.lib.uconn.edu/online/research/bysubject/engweb.html>

[Eighteenth-Century Resources – Literature](http://www.c18.rutgers.edu/li/lit.html)

<http://www.c18.rutgers.edu/li/lit.html>

[Doucette Index](http://www.educ.ucalgary.ca/litindex/)

<http://www.educ.ucalgary.ca/litindex/>

Provides access to books and websites that contain useful teaching suggestions related to books for children and young adults, and the creators of those books.

[British Literature through Time](#)

[http://www.studyguide.org/brit\\_lit\\_timeline.htm](http://www.studyguide.org/brit_lit_timeline.htm)

[BRITISH AND AMERICAN LITERATURE 1800-1899](#)

<http://www.literaryhistory.com/19thC/Outline.htm>

A web guide to 19th century British and American literature

[Romantic and Victorian](#)

<http://www.bedfordstmartins.com/litlinks/periods/romantic.htm>

[Romanticism](#)

<http://encyclopedia.lockergnome.com/s/b/Romanticism>

[British Romanticism](#)

[http://encyclopedia.lockergnome.com/s/b/Romanticism#British\\_Romanticism](http://encyclopedia.lockergnome.com/s/b/Romanticism#British_Romanticism)

folklore Samuel Palmer, William Blake (painting, engraving, poetry), Lord Byron (poetry), Samuel Taylor Coleridge, poetry, philosophy, criticism, John Constable (painting), John Keats (poetry), Charles Lamb (poetry, essays), James Macpherson (poetry), Sir Walter Scott (poetry and historical novels), Percy Bysshe Shelley (poetry), Robert Southey (poetry, biography), Joseph Mallord William Turner (painting), William Wordsworth (poetry)

[Romanticism](#): Years: 1798 – 1832

[http://www.studyguide.org/brit\\_lit\\_timeline.htm#Romanticism](http://www.studyguide.org/brit_lit_timeline.htm#Romanticism)

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