



# Research Project Guide

## A Handbook for Teachers and Students

A research project encompasses the collection of relevant information from a variety of sources with the intention of becoming thoroughly informed about an engaging topic for the purpose of communicating knowledge to an audience. The purpose of this guide is to provide a sequential plan for the research process along with effective tools for successful implementation.

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# Middle School Research Process

## Big6: (1) Task Definition

**Topic:** A good topic should have enough available information at the student's grade, ability, and interest level.

1. Locate a topic in teacher's list, textbooks, and/or library sources.
2. Help narrow or broaden a topic by reading about it in an encyclopedia.
3. Find at least three different sources: books, online resources, experts.

**Subtopics:** A good subtopic answers: What do I want to know about my topic?

1. Person: Early life, education, accomplishments
2. Place: History, leaders, government, people, economy
3. Thing: Who, what, when, where, why/how
4. Specific subtopics can be located in an encyclopedia's subheadings.

## Big6: (2) Information Seeking Strategies

**Sources:** A good source is easily readable by the student and has information that matches the topic and subtopics.

1. Use a minimum of three sources of information.
2. Use various formats (the form information comes in) for information.
  - Print: books, encyclopedias and other reference books, magazines, newspapers
  - Nonprint: research databases, Internet sites, software, videos

## Big6: (3 & 4) Location & Access, Use of Information

**Read/Think/Select:** Research should engage one in reading, evaluating, and understanding the information.

1. Read an entire "chunk" of information before selecting facts.
2. Think: What was important in the "chunk" read?
3. Select key facts (which match the subtopics).
  - Use a graphic organizer or note cards for recording facts.
  - Record keywords or important facts—no sentences.
  - Use quotation marks and appropriate citation when copying complete sentences. (Remember not to plagiarize.)
4. Give credit to each source of information. Use MLA-style citations.

## Big6: (5) Synthesis

**Organize Notes/Create Rough Draft/Create Final Product:** Organizing before writing makes everything more logical and easier to produce.

1. Arrange notes into subtopic section.
2. Put notes into logical order for writing. Using an outline is often helpful at this point.
3. Create a rough draft of product (written report, poster, slide show, etc.).
4. Create final research product and include a list of sources following MLA guidelines.

## Big6: (6) Evaluation

**Ask:** Judging what has been done helps find areas that need to be improved.

1. How well is my project organized?
2. Do I have enough reliable information?
3. Did I follow all research guidelines?
4. Am I proud of my project?



### TEACHER TIPS

- *Include your librarian in the planning of the project and in the teaching of research skills.*
- *Check with your librarian on availability of age appropriate resources.*
- *Use the sample planning sheets, graphic note taking organizers, documentation sheets, product ideas, and evaluation forms included in this guide.*
- *Be aware that giving your students opportunities to learn research skills not only meets TEKS objectives but it also helps them become better problem solvers and critical thinkers.*

# Using the Library Media Center for Research

---

Teacher

Date

---

**Subject taught**

---

My class needs to use the library media center on (date):

---

The purpose of our visit is:

---

The topics/subjects the students will be researching are:

---

Please answer the following questions (underline the **Yes/No** answer):

1. Will you be using the Big6 research process?      **Yes No**  
If "yes," do you want a Big6 research project web page created for access from the Library Media Center website?      **Yes No**
  2. Is instruction by the LMC staff necessary?      **Yes No**  
If the answer is "yes," what instruction is needed? (Be specific.)
  3. Do you want specific titles / materials reserved and placed on a reserve cart for student use?      **Yes No**  
If the answer is "yes," which materials do you want to reserve?
  4. Will your students need to use the Internet? (They must have signed and returned the HISD Acceptable Use Policy.)      **Yes No**
  5. Do you need a bibliography of materials available from our LMC? **Yes No**  
If the answer is "yes," what is the subject of the bibliography?
  6. Other comments about your students' library media center use:
-

# Research Planning

Teacher\_\_\_\_\_ Subject\_\_\_\_\_

Number of Classes\_\_\_\_\_ Number of Students\_\_\_\_\_

Topic\_\_\_\_\_

\_\_\_\_\_Whole group      \_\_\_\_\_Small group

Unit begins (date)\_\_\_\_\_ Unit ends (date)\_\_\_\_\_

Dates and times in the library media center:

\_\_\_\_\_

\_\_\_\_\_

**Final product is:**\_\_\_\_\_

## ***Responsibility Chart***

<b>Person Responsible</b>	<b>Activities</b>
	<b>Before:</b>
	<b>During:</b>
	<b>After:</b>
	<b>Evaluation:</b>

## **Task Definition: Refine the Research Topic**

### **Middle School**

A good topic for research should be challenging yet not overwhelming. Topics for middle school students are usually chosen from a teacher generated list and are based on the subject curriculum, textbooks, or library resources. Another important consideration is availability of research material. Librarians can help with this step by searching for resources on the topics, before the assignment is finalized.

Effective assignment design by the teacher and librarian can discourage plagiarism and promote higher quality research. Rather than assigning a report on a topic and giving students specific questions to answer, ask students to pose thoughtful questions based on their preliminary reading. Require students to not only summarize information, but also compare and analyze this information.

This section of the research guide contains learning activities to help students develop questioning techniques, draw on prior knowledge to brainstorm ideas, and identify key words and search terms to help them develop the essential or focus question and good subtopics. It also provides teachers with aids in preparing an appropriate assignment.

## “Big 6” Research Step 1

1. Task Definition

A. Choose your topic and write it here:

\_\_\_\_\_

B. Write five good questions about your topic that you will answer in your research.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

C. Write a sentence that describes what you will do in your research:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

## “Big 6” Research Step 1

1. Task Definition

A. Choose your topic and write it here:

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B. Write five good questions about your topic that you will answer in your research.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

C. Write a sentence that describes what you will do in your research:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Topic Chooser

- What do you want to know more about?
- What do you really want to investigate?

Answer the following questions to choose a topic, narrow a topic, or get your ideas in order.

**What do I already know about this topic?**

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**What do I need to know more about?**

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---

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**What keywords relate to this topic?**

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**What is the important (essential) question or questions that I want to answer about my topic?**

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Name: \_\_\_\_\_

Topic: \_\_\_\_\_

## Question Stems

See how many of these stems you can use to write a research question about your topic.

How do/does/did . . .

What procedures or actions . . .

What problems . . .

What happens when . . .

What is/was the role of . . . in . . .

What is/was the difference between . . .

What causes/caused . . .

What are/were the effects/results of . . .

How/why did . . . decide to . . .

Who/what influenced . . . to . . .

What is/'was the relationship between . . . and . . .

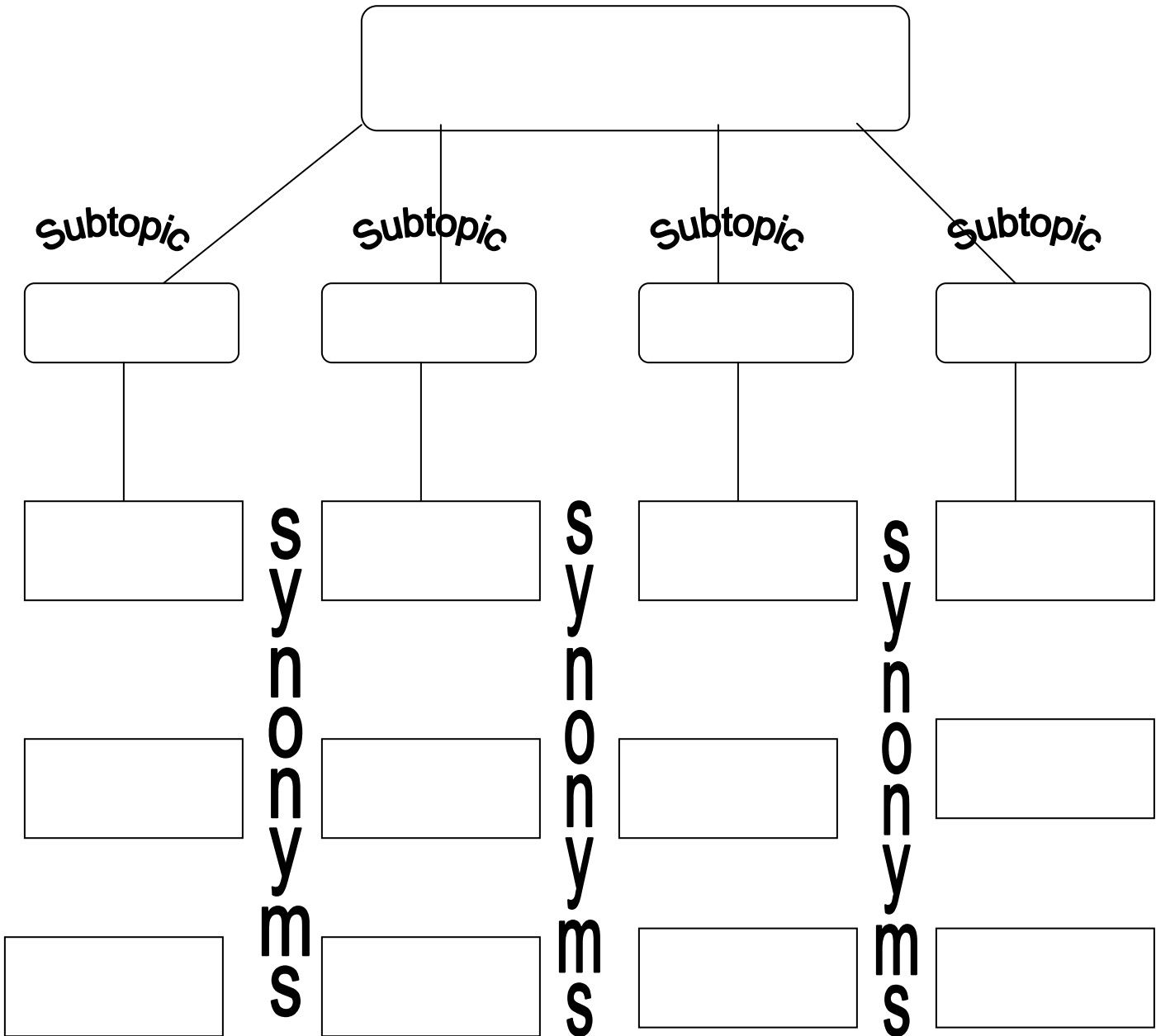
What are the competing sides . . .

How does/did . . . change . . .

# Keyword Discovery

The key to discovery within a resource is the vocabulary. The following exercise will help to develop a rich vocabulary for searching on a particular topic.

## Major Topic



# **Information Seeking Strategies: Choose Reliable Sources**

## **Middle School**

Looking for and collecting facts and information in order to learn as much as possible about a topic is research. This is achieved through the use of reliable sources in a variety of print and nonprint formats such as books, encyclopedias, magazines, newspapers, research databases, Internet sites, software, videos, as well as interviews with people who are knowledgeable about the topic. These sources should contain factual information that is accurate and up-to-date. It is important that students use a variety of formats to prepare them with lifelong information literacy skills.

This section of the research guide contains information about good sources (and how to recognize them) that are available to students in middle school in Humble ISD. It also provides teachers with aids in guiding students to these reliable sources.



# Focusing on Sources of Information



1. Select a **TOPIC** and write it here: \_\_\_\_\_

1. Brainstorm & write down as many **SEARCH TERMS** as possible.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Check **SOURCES** where your topic is most likely to be found.

**Encyclopedias** \_\_\_\_\_ **Print** \_\_\_\_\_ **Online** \_\_\_\_\_

Atlases \_\_\_\_\_ **Print** \_\_\_\_\_ **Online** \_\_\_\_\_

Almanac \_\_\_\_\_ **Print** \_\_\_\_\_ **Online** \_\_\_\_\_

Other specialized reference books \_\_\_\_\_

Nonfiction book \_\_\_\_\_

Magazines and/or newspapers \_\_\_\_\_ **Print** \_\_\_\_\_ **Online** \_\_\_\_\_

**Internet** \_\_\_\_\_

Online reference databases \_\_\_\_\_

Expert (interview) \_\_\_\_\_

Other \_\_\_\_\_

3. Search the resources you think are most likely to help you find out more about your topic. Record any additional topics you find. Remember to use your list of search words when you are searching. Also use **INDEXES**.

# Information Seeking Strategies: Resources Checklist

**Primary sources** are original sources of information that you observe, talk with, or touch.

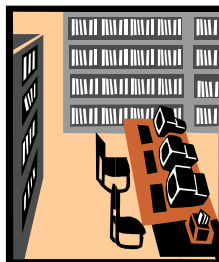
**Secondary sources** are sources of information collected by someone else other than yourself.

## Primary Sources:

- Eyewitness \_\_\_\_\_
- Experiment \_\_\_\_\_
- Observation \_\_\_\_\_
- Other (e.g., video) \_\_\_\_\_
- Historic Document \_\_\_\_\_

## Secondary Sources:

- Books (Nonfiction) \_\_\_\_\_
- Books (Fiction) \_\_\_\_\_
- Dictionary \_\_\_\_\_
- Encyclopedia \_\_\_\_\_
- Atlas \_\_\_\_\_
- Almanac \_\_\_\_\_
- Newspapers \_\_\_\_\_
- Magazines \_\_\_\_\_
- Videos \_\_\_\_\_
- CD's \_\_\_\_\_
- Online sources \_\_\_\_\_
- Online databases \_\_\_\_\_
- Other \_\_\_\_\_



# Web Site Check

For each site you use, evaluate it by recording the address, and then using a check +, check, or check -, rate the Web sites.

Web Site Address	<b>Author</b> Is it signed? Is there a way to contact the author?	<b>Authority</b> Is the author qualified to write the site?	<b>Current</b> When was the site created & last updated?	<b>Source*</b> What is the domain? Is it .com, .net, .gov, .k12, .edu, .org?	<b>Overall</b> Does the site have facts, opinion, mistakes or good info? Is it easy to use?	Rating  Great!  Okay  No!

\*What are the “domains”? The domain tells us the source of the Internet site, and it can be an indicator of the reliability of information.

**.com** is a **commercial** site (Commercial sites can have an agenda that may possibly influence the quality of information.)

**.net** is an **internet source** (Like .com, .net sites can be excellent resources, but they may be very unreliable depending on the author.)

**.gov** is a **government** site (Since these are published to the Web by the government, they are usually reliable.)

**.k12** is a **school** site (Information here may be the work of students or teachers. Check to see who’s responsible for the content.)

**.edu** is a **school or university** site (Determine who wrote the site and what qualifications or research is involved in creating the site.)

**.org** is an **organization** (Some organizations are excellent resources and others are very opinionated.)






# STUDENT SEARCH ORGANIZER



Use WebCollection Plus (online catalog) to find library books and other resources. Write the titles of promising books and their call numbers here.

Call #	Title of book or other resource

Use the following online databases to find information about your topic. Using these resources will help you find the best information. You will also get help citing the information correctly. Just look at the bottom of each article you find.

	<p>An online encyclopedia with over 126,000 articles on general topics. Images, video clips and recommended websites are included</p>
  Searchasaurus	<p>Use EBSCO Research Databases to access articles, primary source documents, an animal encyclopedia, a general encyclopedia, a magazine and newspaper index, and an image library.</p> <p>Click on the Searchasaurus link for a student friendly search option. For more detailed research, click on the EBSCO Host link.</p>
	<p>A reference database for the following subjects: health, history, geography, career exploration, science. You'll find maps, diagrams, timelines, and images.</p>
	<p>Newspaper, magazine, and historical document database for all subjects.</p>

## **Middle School**

### **Location & Access, Use of Information: Read/Think/Select Taking Notes and Citing Sources of Information**

Collecting information from a reliable source involves reading the information, evaluating the content, and selecting and recording keywords or facts in the form of notes that support the subtopics and the topic. Recording keyword facts, paraphrasing, and summarizing on note cards or graphic organizers help eliminate plagiarism. Copying sentences is allowed only with quotation marks and endnote citations. Giving credit for all sources of information used in the final research product is important and should follow MLA guidelines for documentation.

This section of the research guide contains aids for students and teachers which will help with teaching and implementing the selection of facts, taking notes, and citing sources.



# Summarizing, Paraphrasing, and Quoting

You will use information from the works of other people as you research. You will do this using one of the following strategies.

Quoting is using the exact words of another person, copied from the source word for word.

Quotations must be cited! You must give credit to the person who originally wrote them.

*Use a quotation to:*

- Support your argument with the power of the author's own words.
- Disagree with an author's argument.
- Highlight powerful phrases or passages.
- Compare and contrast points of view.
- Note important research before your own.

Paraphrasing is rephrasing an author's words—putting his thoughts in your own words. You actually rework or rewrite the author's ideas, words, phrases, and sentence structures your own way. Paraphrased material should also be cited!

*Use a paraphrase to:*

- Take notes and to avoid plagiarizing.
- Avoid the overuse of quotations.
- Present information in your own voice.

Summarizing is putting the main idea(s) into your own words. A summary is shorter than the original because it encompasses just the main idea(s). Summarized ideas must also be cited!

*Use a summary to:*

- Establish background or give a topic overview.
- Describe common knowledge (from more than one source) about a topic.
- Determine the main ideas of a single source.

# Research Notes from a Book

<b>Call Number</b> _____ _____ _____
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Your name: \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_  
Author (last name) , Author (first name) .

\_\_\_\_\_  
Title (underline title)

\_\_\_\_\_ : \_\_\_\_\_ , \_\_\_\_\_ .

Place of publication Publisher (name of company) Year published

Notes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# Research Notes from a Book

<b>Call Number</b> _____ _____ _____
---

Your name: \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_  
Author (last name) , Author (first name) .

\_\_\_\_\_  
Title (underline title)

\_\_\_\_\_ : \_\_\_\_\_ , \_\_\_\_\_ .

Place of publication Publisher (name of company) Year published

Notes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Record your notes/quotes on back of form.**



Name \_\_\_\_\_

**Book (Source Form)**

Author(s) \_\_\_\_\_

Editor: \_\_\_\_\_

Title: \_\_\_\_\_

City of Publication: \_\_\_\_\_ Publisher: \_\_\_\_\_

Year of Publication: \_\_\_\_\_ Page #s \_\_\_\_\_

\*\*\*\*\*

**MLA Format:** Author. Title. City of Publication: Publisher, Year of Publication.

**Example:** Kaku, Michio. Hyperspace: A Scientific Odyssey through Parallel Universes, Time Warps, and the Enth Dimension. New York: Oxford UP, 1995.

*See MLA Documentation Print Guide for the following examples: two or three authors,*

Name \_\_\_\_\_

**Print Encyclopedia (Source Form)**

Author(s)  
\_\_\_\_\_

Title of Article \_\_\_\_\_

Title of Encyclopedia  
\_\_\_\_\_

Edition Date \_\_\_\_\_ (found on spine or back of title page ~ use most recent date)

\*\*\*\*\*  
\*\*\*\*\*

**MLA Format:** Author. "Title of article." Title of Encyclopedia. Edition.

**Example (with author):** Gates, David M. "Astronomy." Encyclopedia Americana. 1996 ed.

**Example (without author):** "Berlin Wall." Encyclopedia Americana. 2000 ed.

# Research Notes from a Web Site

Your name: \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_  
Author (last name) , Author (first name) . [Record Author's name if it is given.]

\_\_\_\_\_. \_\_\_\_\_  
Title of Web Site (underline title) Date site was last updated [if given]

\_\_\_\_\_ < \_\_\_\_\_ >.

Date you visited site URL (address of site; starts with "http://")

Notes: \_\_\_\_\_

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# Research Notes from a Web Site

Your name: \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_  
Author (last name) , Author (first name) . [Record Author's name if it is given.]

\_\_\_\_\_. \_\_\_\_\_  
Title of Web Site (underline title) Date site was last updated [if given]

\_\_\_\_\_ < \_\_\_\_\_ >.

Date you visited site URL (address of site; starts with "http://")

Notes: \_\_\_\_\_

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**Record your notes/quotes on back of form**



Name \_\_\_\_\_

**General Website (Source Form)**

Author(s) if Noted

\_\_\_\_\_

Title of Website -

\_\_\_\_\_

Date of Electronic Publication/Last Update/Posting

\_\_\_\_\_

Name of any Associated Institution

\_\_\_\_\_

Date of Access \_\_\_\_\_

URL \_\_\_\_\_

\*\*\*\*\*

**MLA Format:** Author (if noted) Title of Page. Date of Publication. Name of Associated Institution. Date of access. <http://www.addressofsite>.

**Example:** MLA on the Web. 25 November 1997. Modern Language Association of America. 25 Mar. 1998 <http://www.mla.org>.

Name \_\_\_\_\_ *Record your notes/quotes on back of form.*

**Periodical in an Online Database (Source Form)**

Author(s) \_\_\_\_\_

Title of Article \_\_\_\_\_

Title of Magazine \_\_\_\_\_

Date \_\_\_\_\_ Page #s \_\_\_\_\_

Database Name \_\_\_\_\_ Publisher of Database \_\_\_\_\_

Date of Access \_\_\_\_\_ (Date you did your research)

URL (shortened form) \_\_\_\_\_

\*\*\*\*\*

**MLA Format:** Author. "Article Title." Magazine Title Date of print publication (if available):  
pages. Database Name. (if any) Publisher (if appropriate). Date  
of access <<http://addressofdatabase>>.

**Example:** Kertes, Tom. "The Hungriest Rookie." Basketball Digest Nov. 2003: 3-5. MAS  
Ultra –  
School Edition. Ebscohost. 15 June 2004 <<http://www.epnet.com>>.

Name \_\_\_\_\_ *Record your notes/quotes on back of form.*

**Reference Article in an Online Database (Source Form)**

Author(s) \_\_\_\_\_

Title of Article \_\_\_\_\_

Reference Book Title  
\_\_\_\_\_

Database Name \_\_\_\_\_ Publisher of Database \_\_\_\_\_

Date of Access \_\_\_\_\_ (Date you did your research)

URL (shortened form) \_\_\_\_\_

\*\*\*\*\*

**MLA Format:** Author. "Article Title." Reference Book Title . Title of Database. Database  
Publisher.

Date of access. <<http://www.addressofdatabase>>.



## Research Notes from an Encyclopedia Article

Your name: \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_  
Author of article (last name) , Author of article (first name) . [Record if given.]

\_\_\_\_\_. \_\_\_\_\_  
Title of article (Use quotation marks around "Title.") Title of encyclopedia (Underline Title .)

\_\_\_\_\_.  
Year of edition (Example: 2000 ed.)

Notes: \_\_\_\_\_

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## Research Notes from an Encyclopedia Article

Your name: \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_  
Author of article (last name) , Author of article (first name) . [Record if given.]

\_\_\_\_\_. \_\_\_\_\_  
Title of article (Use quotation marks around "Title.") Title of encyclopedia (Underline Title .)

\_\_\_\_\_.  
Year of edition (Example: 2000 ed.)

Notes: \_\_\_\_\_

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Name \_\_\_\_\_

**Book (Source Form)**

Author(s) \_\_\_\_\_

Editor: \_\_\_\_\_

Title: \_\_\_\_\_

City of Publication: \_\_\_\_\_ Publisher: \_\_\_\_\_

Year of Publication: \_\_\_\_\_ Page #s \_\_\_\_\_

\*\*\*\*\*  
\*\*\*\*\*

**MLA Format:** Author. Title. City of Publication: Publisher, Year of Publication.

**Example:** Kaku, Michio. Hyperspace: A Scientific Odyssey through Parallel Universes, Time Warps, and the Enth Dimension. New York: Oxford UP, 1995.

*See MLA Documentation Print Guide for the following examples: two or three authors, more than three authors, no author, an editor, an editor in addition to an author, anthologies or multivolume sets.*

Name \_\_\_\_\_

*Record your notes/quotes on back of form.*

**Reference Article in an Online Encyclopedia (Source Form)**

Author (if given) -

\_\_\_\_\_

Title of Article \_\_\_\_\_

Title of Reference Work \_\_\_\_\_

Title of Database Service \_\_\_\_\_ Date of Publication \_\_\_\_\_

Date of Access (Date you did your research) \_\_\_\_\_

URL (shortened form) \_\_\_\_\_

\*\*\*\*\*

**MLA Format:** Author. (if available) "Article Title." Title of reference work. Date of Publication.  
Title of Database Service. Date if access <<http://www.addressofdatabase>>.

**Example:** "Cold War." Britannica Online. 2004. Encyclopedia Britannica. 24 Apr. 2004  
<<http://www.eb.com>>.

Name \_\_\_\_\_

**Online image/Sound Videoclip (Source Form)**

Artist/Creator (if noted) \_\_\_\_\_

Description or Title of Media \_\_\_\_\_

Date Image/Sound/Clip was Created \_\_\_\_\_

Online Image/Online Sound/Online Videoclip \_\_\_\_\_

Date of Electronic Publication/Last Update/Posting \_\_\_\_\_

Title of Larger Site \_\_\_\_\_

Date of Access \_\_\_\_\_ URL \_\_\_\_\_

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**Format:** Artist. "Description or title of media." Date created. Online image/sound/videoclip. Title of larger Site. Date of access. <<http://addressofsite>>.

**Example:** Weaver, Bruce. "Challenger Explosion." 28 Jan 1986. Online image. AP Photo Archive. 30 Jan. 2004. <<http://accuweather.ap.org/cgi-bin/aplaunch.pl>>

<b>Name</b>	<i>Question 1</i>	<i>Question 2</i>
<p>Topic _____</p> <p>Title (of Book)</p> <p>Author (or Editor)</p> <p>Publisher</p> <p>Place of Publication</p> <p>Date of Publication</p>		
<p>Title (of Encyclopedia)</p> <p>Article Title</p> <p>Author of Article</p> <p>Date of Edition</p>		
<p>Title (of Website)</p> <p>Author (if given)</p> <p>Date last updated (if given)</p> <p>Date you visited</p> <p>URL (Website address)</p>		

<i>Question 3</i>	<i>Question 4</i>	<i>Question 5</i>

## Example of Notetaking Using a Fact Sheet

*Country Fact Sheet*

Country \_\_\_\_\_ Capital \_\_\_\_\_

3 important **cities** \_\_\_\_\_, \_\_\_\_\_, & \_\_\_\_\_

**Climate** (describe) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Major **landforms** (waterways, mountain ranges, deserts, etc.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Major **natural resources** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Major **industries/jobs** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Major **crops & livestock** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Main **exports** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Type of **government** \_\_\_\_\_ **Population** \_\_\_\_\_

**Language(s)** spoken \_\_\_\_\_

Main **religion** \_\_\_\_\_ **Money** \_\_\_\_\_

Major **sports** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Main **foods** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

List 5 **famous people** from your country's history and the accomplishments of each (why they are famous).

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

List 5 **important dates** from your country's **history**. After the date, **tell the event** that happened on the particular date.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Include any additional interesting facts on a separate piece of paper.



Example of Notetaking in Outline Format

**Biography Notes**

**I. Background information**

A. Name \_\_\_\_\_

B. Born

1. When \_\_\_\_\_

2. Where \_\_\_\_\_

C. Family

1. Father \_\_\_\_\_

2. Mother \_\_\_\_\_

3. Siblings (brothers & sisters) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Children \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. Education (if any) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**II. Interesting facts** \_\_\_\_\_

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\_\_\_\_\_

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**III. Why famous** \_\_\_\_\_

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\_\_\_\_\_

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IV. Awards (if any)\_\_\_\_\_

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V. Death

A. When\_\_\_\_\_

B. Where buried\_\_\_\_\_

## **Synthesis: Organize Notes/Create Rough Draft/ Create Final Product**

### **Middle School**

Taking notes from numerous reliable sources provides a knowledge base for creating a final research product that will communicate newly acquired and sufficiently analyzed information. By reading, evaluating, and interpreting these notes, they can be organized into logical subtopic sections that will make a final product easier to produce. Using an outline is often helpful at this point.

Once notetaking and its organization are complete, the creation of the final research product commences with a rough draft. At this point, it is important that students have sufficient information, some creativity, and enough time to produce a successful product that communicates the desired information. Prewriting, composing, revising, editing, and publishing are all important components of the final research product process.

As a part of the final product, a list of sources used to provide information should be written following MLA guidelines.

This section of the research guide contains aids for students and teachers which will help with the organization of notes, the creation of the final product, and the writing of the list of sources following MLA guidelines.

## Project Idea List

- Advertise with a TV or newspaper ad, travel poster, brochure, or poster.
- Make a diorama, movie box, or peep box.
- Write a script using information about the topic and perform it. Consider using a video camera, puppets, tape recorder, etc. Put on a TV drama, situation comedy, game show, talk show, etc.
- Dress up like an average or famous person and tell about your country, your life, or be interviewed.
- Plan and have a debate or discussion about the topic.
- Draw, paint, or create a PowerPoint or Hyperstudio slide show, mobile, T-shirt, mural, bulletin board, cartoon strip (animate), scrapbook/album, life size portrait, paper doll(s), series of pictures, series of photos (photo album), or collage.
- Design and make a model, mask, character doll(s), fabric banner, quilt, set of trading cards, word game, or puzzle.
- Do a map (relief), collection of objects, time capsule, family tree, time line, calendar or project in a bag, can, or box.
- Write letters, postcards, greeting cards or a diary as a tourist, resident, famous, or average person.
- Publish a book: story based on facts, how-to, information, biography, etiquette, fashion, cookbook (food, menus, etc.), poetry, song (rap or cheer), dictionary, or book of quotations.
- Create a Web page, magazine article or front-page newspaper story with graphics and captions.

## Product/Project Checklist

Consider the presentation that best suits the type of information that will be presented (i.e., arguments, how-to, description).

<p><b>Written:</b></p> <ul style="list-style-type: none"> <li>Activity Center</li> <li>Advertisement</li> <li>Bibliography</li> <li>Biography</li> <li>Booklet</li> <li>Character Sketch</li> <li>Crossword Puzzle</li> <li>Dictionary</li> <li>Game</li> <li>Greeting Cards</li> <li>Interview</li> <li>Letter</li> <li>Log</li> <li>Magazine</li> <li>Newspaper Article</li> <li>Newspaper</li> <li>Outline</li> <li>Play</li> <li>Poem</li> <li>Questionnaire</li> <li>Story</li> <li>Survey</li> <li>Test</li> <li>Travel Brochure</li> <li>Word Search</li> <li>Written Report</li> </ul>	<p><b>Visual:</b></p> <ul style="list-style-type: none"> <li>Advertisement</li> <li>Badges</li> <li>Bumper Stickers</li> <li>Banner</li> <li>Bulletin Board</li> <li>Cartoon</li> <li>Chart</li> <li>Collage</li> <li>Dance</li> <li>Diagram</li> <li>Diorama</li> <li>Display</li> <li>Drawing</li> <li>Graph</li> <li>Map Collection</li> <li>Mask</li> <li>Model</li> <li>Pantomime</li> <li>Painting</li> <li>Papier-mâché</li> <li>Photographs</li> <li>Poster</li> <li>Scrapbook</li> <li>Slide Show</li> <li>Transparency</li> </ul>	<p><b>Oral:</b></p> <ul style="list-style-type: none"> <li>Audio Tape Recording</li> <li>Debate</li> <li>Dialog</li> <li>Dramatization</li> <li>Interview</li> <li>Oral Report</li> <li>Panel Discussion</li> <li>Play</li> <li>Puppet Show</li> <li>Skit</li> <li>Song</li> <li>Speech</li> <li>Story</li> </ul> <p><b>Combinations:</b></p> <ul style="list-style-type: none"> <li>Game</li> <li>HyperStudio</li> <li>Interactive Video</li> <li>PowerPoint</li> <li>Video</li> </ul>
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## Creative Presentation Ideas

<b>Advertisement:</b>	<b>Projects</b>	<b>Presentations</b>	<b>Technology</b>
Brochure Newspaper Oral Book-making Chart Crossword puzzle Diary: Log Journal Editorial Essay Graph Index Letter Newspaper story Music lyrics Poetry: Couplets Cinquains Diamanté Haiku Limericks Proverb Quiz Resume Review Writing domains: Story Report of Information Evaluation Description Persuasion Narration	Banner Bulletin Board Bumper sticker Cartoon Collage Diorama Display Drawing Flannel Board Game License plate slogan Map Mobile Model Mural Photography Poster	Banquet Cassette tape recording Commentary Debate Demonstration Dialogue Drama / Play Experiment Fair Interview Lecture Lesson Mime Mock trial Panel discussion Pantomime Puppetry Radio program Role playing Round Table Simulation Skit TV program	CD-ROM image Chat room, e.g.: with authors Computer art Desktop publishing Digital camera Images E-mail pen pals HyperStudio stack Internet images Multimedia presen- tation Overhead trans- parency PowerPoint Scanner images T-shirts Video production Web page

## Works Cited and Works Consulted Pages Using MLA Guidelines

**Works Consulted** is the term for the list of sources used in the preparation of a research project. This list includes background reading, summarized sources, or any sources used for informational purposes but not paraphrased or quoted. The list is used to document those sources referred to, but not cited, in your project.

- Prepare a **Works Consulted** page if you did not quote or paraphrase at all in the project.

**Works Cited** is the term for the list of sources actually documented (paraphrased or quoted) in your project, generally through parenthetical citation. All the parenthetical references in the paper or project should lead the reader to this list of sources.

- Prepare a **Works Cited** page if you paraphrased or quoted from, and therefore cited, all sources used.

### How to Prepare the Works Cited and Works Consulted Pages

- Head a new sheet of paper “Works Cited” or “Works Consulted.” (Do not use quotation marks around your title.)
- Alphabetize entries by author; if no author is given, begin with title.
- Double-space within and between all entries.
- Indent 5 spaces on all but the first line of each entry.
- Follow punctuation, capitalization, and underlining provided in MLA examples.
- Place the Works Cited page immediately after the last page of the text.

### Sources of Information About MLA Style

**MLA Handbook for Writers**. 6<sup>th</sup> ed. New York: MLA, 2003.

MLA web site <<http://www.mla.org>>

Kingwood College Library web site <<http://kclibrary.nhmccd.edu/mlastyle.htm>>

Write Source: MLA Style web site <<http://www.thewritesource.com/mla.htm>>

Honolulu Community College Library web site  
<<http://www.hcc.hawaii.edu/education/hcc/library/mlahcc.html>>

For Help in Formatting Documentation

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

# MLA Documentation

## Print Sources

### Books

#### One Author

Kaku, Michio. Hyperspace: A Scientific Odyssey through Parallel Universes, Time Warps, and the Enth Dimension. New York: Oxford UP, 1994.

#### Two or Three Authors

Maddock, Richard C., and Richard L. Fulton. Marketing to the Mind: Right Brain Strategies for Advertising and Marketing. Westport, CT: Quorum, 1996.

#### *More than Three Authors*

Gilman, Sandra, et al. Hysteria Beyond Freud. Berkeley: U of California P, 1993.

#### No Author

Literary Market Place: The Dictionary of American Book Publishing. New York: Bowker, 1997.

#### An Editor

Lopate, Philip, ed. The Art of the Personal Essay: An Anthology from the Classical Era to the Present. New York: Anchor-Doubleday, 1994.

#### An Editor in Addition to an Author

Chaucer, Geoffrey. The Works of Geoffrey Chaucer. Ed. F. W. Robinson. Boston: Houghton, 1957.

### Encyclopedias

#### With Author

Gates, David M. "Astronomy." Encyclopedia American. 1996 ed.

#### No Author

"Berlin Wall." Encyclopedia Americana. 2000 ed.

### Special Books

#### *Anthology or Multivolume Set*

Daches, David. "W. H. Auden: The Search for a Public". Poetry 54 (1939): 148-56. Rpt. in Poetry Criticism. Ed. Robyn V. Young. Vol.1. Detroit: Gale, 1991. 332-33.

#### *Poem, Play or Short Story from an Anthology*

Chekhov, Anton. The Cherry Orchard. Trans. Avaham Yarmolinsky. Norton Anthology of World Masterpieces. Ed. Maynard Mack. 4<sup>th</sup> ed. Vol. 2. New York: Norton, 1979. 1192-1230. 2 vols.



## **Periodicals (Magazines and Journals)**

### *Article from a Weekly Magazine*

Boyce, Nell. "A Law's Fetal Flaw." U.S. News and World Report.  
21 July 2003: 53-62.

### **Article from a Monthly Magazine**

Baer, Robert. "The Fall of the House of Saud." Atlantic Monthly  
May 2003: 53-62.

## **Newspapers**

Feder, Barnaby J. "For Job Seekers, a Toll-Free Gift of Expert Advice."  
New York Times. 22 Mar. 1994, late ed.: A1+.

## **Miscellaneous**

### *Film and Video*

The Perfect Storm. Videocassette. Dir. Wolfgang Petersen. Warner Bros.  
Pictures, 2000.

### **Interview (Personal)**

Chandler, Jeff. Personal interview. 29 Jun. 2003.

### **Interview (Telephone)**

Shiple, Rebecca. Telephone interview. 12 Sept. 2002.

### **Pamphlet**

Treat like a book.

**Tip:** Consult the MLA Handbook for other examples of documentation.

# Electronic Sources

## Databases

### Britannica Online

"Cold War." Britannica Online. 2004. Encyclopedia Britannica. 24 Sept. 2004  
<<http://www.eb.com>>.

### Facts on File

Bailey, Jill. "Boron." The Facts on File Dictionary of Botany. Science Online. Facts on File, Inc. 19 Jun. 2003 <<http://www.factsonfile.com>>.

### Literature Resource Center (Gale Group)

Colmer, John. "E.M. Forster: Overview." Reference Guide to English Literature. 2<sup>nd</sup> ed. Ed. D.L. Kirkpatrick. St. James P., Literature Resource Center. Gale. 15 Sept. 2003 <<http://www.infotrac.galegroup.com>>.

### MAS Ultra School Edition (Ebscohost)

Seir, Charles. "Messages Fly No Faster than Light." Science. 15 Nov. 2003: 2. MAS Ultra School Edition. Ebscohost. 10 Dec. 2003  
<<http://www.netlibrary.com>>.

### NewsBank

Snyder, Naomi and Alison Zielenbach. "Military Cargo Benefits Port." Corpus Christi Caller-Times. 13 Apr. 2003: D1. NewsBank. 13 Dec. 2003  
<<http://infoweb.newsbank.com>>.

## Websites

MLA on the Web. 25 November 1997. Modern Language Association of America. 25 Mar. 1998 <<http://www.mla.org>>.

## Ebooks (Electronic Book)

Bloom, Harold. Mark Twain's Adventures of Huckleberry Finn: Bloom's Notes. Broomall, PA: Chelsea House, 1996. NetLibrary. 6 Mar. 2002  
<<http://www.netlibrary.com>>.

**Tip:** Consult the MLA Handbook for other examples of documentation.

## Works Consulted (Sample)

James, Simon. Ancient Rome. New York: Random House, 1990.

Kurian, George Thomas. "Italy." Encyclopedia of The World's Nations. New York: Facts On File, Inc., 2002. Facts On File, Inc. World Atlas. 20 June 2004. <[www.factsonfile.com](http://www.factsonfile.com)>.

Minchilli, Elizabeth. "Rome Notes." Town and Country. June 2004: 108  
MAS Ultra-School Edition. Ebscohost. 20 June 2004.  
<<http://www.epnet.com>>.

"Rome." Encyclopædia Britannica. 2004. Encyclopædia Britannica Online  
School Edition. 25 June 2004 <<http://www.school.eb.com>>.

The World Factbook. 11 May 2004. Central Intelligence Agency. 26 Jun 2004.  
<<http://www.cia.gov/cia/publications/factbook/geos/it.html>>.

## **Evaluation: Ask/Assess the Process and the Project**

### **Middle School**

Judging what has been done by asking questions helps find areas that need to be improved. Assessing the research process and the research product are both important aspects of evaluation. Teacher evaluation and student self-evaluation are also critical in the research process.

Evaluation does not begin at the conclusion of a project or process. Students need to know what is expected before they start working. Rubrics and check sheets can be shared with students at the beginning so that students can set appropriate goals for the project. Evaluation does not always have to be formal; discussing projects and results with students and asking for their opinions provide important and useful feedback for the teacher and the students.

This section of the research guide contains aids for students and teachers that will help with the evaluation of the process and the project. The examples of assignments and rubrics have come from several different teachers including Carol Atchison (8<sup>th</sup> science), Brett Schultz (7<sup>th</sup> social studies), Terry Harshaw (6<sup>th</sup> science), Michelle Hickey (7<sup>th</sup> social studies), and Linda Quillin (Library Media Specialist).

# Research Task Checklist

Though the steps may vary according to your teacher's specific requirements, these tasks should be completed in preparing any major research project. You are responsible for understanding the specific requirements and the tasks necessary to successfully complete a project.

## Requirements

1. What is the due date for the completed project? \_\_\_\_\_

What are the due dates for the in-process steps?  
(e.g., note cards, graphic organizer, storyboard,  
outline, etc.) \_\_\_\_\_

What are the format requirements for the project?  
Must it be a written paper, oral presentation, video,  
multimedia project? May I choose the format? \_\_\_\_\_

2. What is the required length in words or pages? \_\_\_\_\_

3. Are there specific word processing requirements? \_\_\_\_\_

4. How many sources are required? \_\_\_\_\_

5. What form should my documentation take?  
Works Cited and/or Consulted? \_\_\_\_\_

6. What specific source types are required?  
Primary sources, such as speeches, letters,  
poems, interviews, etc.?  
Secondary sources? Online sources? \_\_\_\_\_

7. Is an outline or a graphic organizer required?  
If so, what is the due date? \_\_\_\_\_

8. Must you submit all stages of the process?  
In what form? \_\_\_\_\_

9. Has your teacher assigned a topic, or will you  
Be responsible for developing a focused topic? \_\_\_\_\_

10. Assigned or proposed topic? \_\_\_\_\_