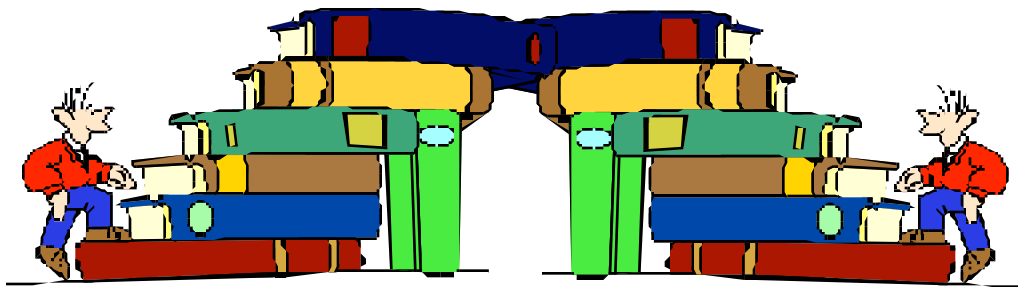


Walter Reed Middle School

# Library/Research Program

A Three Year Research Curriculum



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Library Media Teacher  
Fall 2001  
Revised February 2004

## Walter Reed Middle School

# Library/Research Program

A three year curriculum that provides Reed students with a uniform approach to research for all subjects and grade levels

### Acknowledgments

The inspiration and the research process used in this curriculum was derived from a workshop given by Debby B. Stanley to the LAUSD Library/Media teachers in February of 1999. Since that time, she has published three books based on this process: *Practical Steps to the Research Process for Elementary School*, *Practical Steps to the Research Process for Middle School* and *Practical Steps to the Research Process for High School* all published by Libraries Unlimited, and available at their web site <<http://www.lu.com>>.

I would also like to thank all the teachers at Reed that collaborated with me and provided input during the three years of development: Mary Beebe, Patti Eskander, Linda Gold, Lee Ann Heller, Rosemary Mitchell, Barbara Sudman, and Mike Tahi.

Last, I would like to thank Larry Tash and Sally Burford, two principals whose support and educational leadership have helped to make a school wide research program possible.

M. Bobrosky, July 2001

# Library/Research Program

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Walter Reed Middle School

# Library/Research Program

# Program Overview

# Library/Research Program

## Introduction

This research curriculum was instituted in the 1999/2000 school year. At that time, it was determined that research was a difficult and confusing process for students. Some students never received any instruction in research. Other students may have received some instruction, but were confused because each teacher had different requirements and/or methods. Library staff and classroom teachers collaborated in the creation of the curriculum. We felt that if there were some standardization in the process there would be benefits for both the student and the teacher.

The three year course of study attempts to reinforce what was learned the previous year, and expand the research to broader sources. Below is a chart which outlines the course of study in each grade and the culminating project the students are assigned. The curriculum uses biography as a common thread in the application of research skills.

<b>GRADE</b>	<b>RESEARCH FOCUS</b>	<b>CULMINATING PROJECT</b>
<b>Six</b>	Library organization, searching the OPAC, citation of book sources, organization of research, introduction to subtopics and key words, notetaking, organizing notes, the writing process for informational text	Research a historical figure highlighting their historical significance in relationship to the individual and society as a whole. The final product must include title page, be organized by sub-topic, images that support the information and a Works Cited
<b>Seven</b>	Review of skills taught in sixth grade, introduction to print reference sources, citation of print reference sources, key word development, using an index, cross-references, locating information in a variety of print reference materials, introduction to online databases, citation of database sources	Research a topical issue and write a persuasive essay. The design of this project is determined by the classroom teacher. The writing process is taught before scheduling library time. The project could be as simple as a position paper, or could be a full persuasive essay, culminating in a class debate
<b>Eight</b>	Review previously taught skills, Boolean search techniques, using advance search skills to develop a variety of searches from keywords, web site evaluation, citation of web sources, finding web sources for information and images	Create a scrapbook for a 20th century cultural icon. The scrapbook must use a variety of writing genres such as poetry, letters, journal entries, dialogue, newspaper articles, and speeches. The scrapbook must be created as if the subject created it, and integrate images and important historical events that occurred during their lifetime.

Teacher and student benefit from a uniform research process. The student benefits from being able to learn a single process which can be applied to all content areas. If teachers adopt the process uniformly, the student has many opportunities to reinforce and hone their research skills. The process gives a structure to research so the students know where to start and where to go next. Each year the instruction in research is reinforced and expanded.

The teacher benefits from the student coming to them with research skills already in place. The students have received instruction on accessing and using sources of information, creating a Works Cited (bibliography), taking notes, and organizing a research paper. This allows the teacher to concentrate on the content of the project, rather than spending time teaching research.

# Library/Research Program

## Goals of the Project

- To provide students an awareness of all types of resources both print and electronic, and how to access them
- To provide students with a method to evaluate materials for their authenticity and appropriateness to the research they are conducting
- To provide students with a structured method to extract information from a variety of resources
- To provide students with the skills necessary to search and locate materials in the library
- To provide students with a structured method to take information extracted from several resources and organize it into a coherent written piece
- To provide students with a standardized format for citing their sources
- To provide students with research skills and tools that will be accepted and used consistently throughout their three years in middle school.
- To provide teachers with the tools necessary to make better use of the library and its instructional resources
- To provide teachers with a research program that will help them to organize and execute their research projects
- To provide teachers with collaborative training, planning and resources of the library and library staff

## California Language Arts Standards

### Sixth Grade

- Reading 2.4 - Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- Writing 1.2 - Create multiple-paragraph expository compositions:
  - a. Engage the interest of the reader and state a clear purpose.
  - b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
  - c. Conclude with a detailed summary linked to the purpose of the composition.
- Writing 1.5 - Compose documents with appropriate formatting by using word-processing skills & principles of design.
- Writing 1.6 - Revise writing to improve the organization and consistency of ideas within and between paragraphs.
- Writing 2.2 - Write expository compositions
  - a. State the thesis or purpose.
  - b. Explain the situation.
  - c. Follow an organizational pattern appropriate to the type of composition.
  - d. Offer persuasive evidence to validate arguments and conclusions as needed.
- Writing 2.3 - Write research reports:
  - a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
  - b. Support the main idea or ideas with facts, details, examples, and explanations from multiple resources.
  - c. Include a Works Cited.

# Library/Research Program

## California Language Arts Standards

### Seventh Grade

- Writing 1.2 - Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- Writing 1.3 - Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- Writing 1.4 - Identify topics, ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- Writing 1.5 - Give credit for both quoted and paraphrased information in a Works Cited by using a consistent and sanctioned format and methodology for citations.
- Writing 1.6 - Create documents by using word-processing skills and publishing programs.
- Writing 2.3 - Write research reports:
  - a. Pose relevant and tightly drawn questions about the topic.
  - b. Convey clear and accurate perspectives on the subject.
  - c. Include evidence compiled through the formal research process.
  - d. Document reference sources by means of footnotes and a Works Cited.
- Reading 2.6 - Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

### Eighth Grade

- Writing 1.1 - Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- Writing 1.2 - Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- Writing 1.3 - Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.
- Writing 1.4 - Plan and conduct multiple-step information searches by using computer networks and modems.
- Writing 1.6 - Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.
- Writing 2.1 - Write biographies, autobiographies, short stories, or narratives:
  - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
  - b. Reveal the significance of , or the writer's attitude about, the subject.
  - c. Employ narrative and descriptive strategies.
- Writing 2.3 - Write research reports:
  - a. Define a thesis.
  - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspective on the topic, as appropriate.
  - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
  - d. Organize and display information on charts, maps, and graphs.

# Library/Research Program

## Process Outline

The following pages review the process. It is essential that you understand the process and do some background work before you introduce the research project to your students. Almost all the materials you need are contained in this packet and also available in the library. Please review them carefully.

**The library staff welcomes the opportunity to assist you in your planning and answer any questions you have about the process. Meet with us in the library or call extension 343.**

### I. Preparation and Planning (If using the library)

A. Meet with LMT to set dates, library time, and planning meeting with LMT.

#### B. Planning Meeting

1. Determine teacher/LMT tasks

2. Determine topics

3. Determine sub-topics

4. Search library to determine availability of materials and determine resources to be used

5. Determine project structure

6. Determine project time line

C. Prepare Materials (LMT)

D. Determine groups and library seating chart (Teacher)

### II. Research Process

A. Determine topics

B. Pre-Search and develop sub-topics

C. Determine sources

D. Read and note taking

E. Sort and number notes

F. Write rough draft

G. Edit/revise

H. Write final draft

I. Cite sources - Works Cited

### III. Utilization of the process with your classes

A. Introduce the project

B. Distribute **Research Checklist/Research Steps**

1. Determine topic

2. Pre-search topic

3. Determine sub-topics

4. Set due dates for each step of the process

C. Discuss and set criteria for resources

1. Filling in **Source Slips**

D. Note Taking

1. Discuss proper use of **Note Cards**

2. Staying organized

E. Sorting and organizing note cards

F. Writing the paper

G. Works Cited (using the **Reed Style Sheet**)

Note: Items in **boldface** are materials that are available in the library. Masters are also included in this packet so you can duplicate what you need.

# Library/Research Program

## Process Description

### **Preparation and Planning**

When planning a research project you must carefully consider the topics you will ask students to research. When a topic is too broad (such as Ancient Greece), students will be overwhelmed with the amount of information. If the topic is too narrow, the student will be frustrated because of the lack of information.

### *Topics*

Provide students with more than one topic. When you assign one topic to all your classes the school and public libraries get depleted and students will be frustrated with not being able to obtain resources. Check your topics in the library to be sure the information the students need is there. The school librarian is here to assist you with this.

### *Sub-Topics*

Once topics are decided upon, you must consider sub-topics. Sub-topics are important because they structure the students' research and provides them with points to focus on when they are skimming and reviewing their sources. You have several choices here. You can provide the sub-topics. Teachers often use a universal set of sub-topics that will work with all of the topics that are being assigned for a particular project. This way, all of the students' papers will be structured the same way. This method is suggested for most 6th grade students.

Another method is to brainstorm with the class. You can create a web to help students see the relationships between topic and sub topic. You can guide the discussion to include the sub-topics you want, while the students feel they had a part in the creation of the sub-topics. The Library Media Teacher can work with you to help develop sub-topics.

Ultimately, we want students to learn how to develop their own sub-topics. Background knowledge of the topic is necessary in the development of sub-topics. This is called a "pre-search". Good resources for a pre-search are encyclopedia articles, short overview books or articles, online database articles. While most middle school students are not ready for this, we can certainly try it with our more able students, and work toward guiding the others toward independence.

If you will require library time, be sure to reserve the library at least a few weeks in advance. This is also a good time to make an appointment with the library media teacher to discuss and plan the project. Remember that the better planned your project is, the better your student's results will be. Plan an excellent project once, and you can continue to use it for years with modest revision.

# Library/Research Program

## Become Familiar With the Process

You must be familiar with the process so you can guide your students and keep them on task.

This research process was adapted from a workshop given by Deborah Stanley on the Research Process.

The research process has 8 parts

**1. PRE SEARCH** - Here the student is familiarized with their topic, determine what kind of sources will be used, determine a time line. A good place to start a pre search is an encyclopedia. It is helpful to pay attention to the sub-topics used in the encyclopedia article. Student should fill in their sub-topics according to your plan (see Sub-Topics above)

**2. SOURCE SLIP** - Students complete a source slip for each source used. Each source slip is coded with a different letter or number, which is used on the note cards to identify which source was used for that note. There are different source slips for different types of sources: book, reference, database/periodical, website, electronic media.

**3. READ And NOTE TAKE** - At this stage students start skimming their sources, keeping in mind their sub-topics. When a student finds some useful information that relates to a sub-topic, they complete a note card. The note card serves several purposes. It is designed to help organize their information, identify the source of the information, and provide a means by which students will record information without plagiarizing. Only one fact goes on each card. Each card should be written with an incomplete sentence, leaving out unnecessary language such as *a*, *and* or *the*, the only exception being direct quotes.

**4. ORGANIZE NOTE CARDS** - Here students sort the cards by sub-topic, arrange them in a logical sequence and determine paragraph breaks. The students then number their cards in the empty circle in the upper left corner of the card. At this point the research is complete.

**5. ROUGH DRAFT** - Students write a first draft directly from the note cards

**6. EDIT AND REVISE** - Students correct spelling and grammatical errors. Students can rewrite as necessary.

**7. FINAL COPY** - The final report is complete including additional elements as required by the instructor.

**8. WORKS CITED** - Using their source slips, the student alphabetizes them and completes a Works Cited according to the Reed Works Cited format (MLA).

○	SUB-TOPIC <u>Early years</u>	○ MB
		STUDENT'S INITIALS
	showed promise as artist before 5 yrs.	
A	SOURCE	NOTE
—	CODE	

SAMPLE NOTE CARD

Walter Reed Middle School

# Library/Research Program

# Forms & Handouts

# Research Steps

Name \_\_\_\_\_

Teacher \_\_\_\_\_ Per. \_\_\_\_\_

I

## I. Topic

- A. Topic will usually be assigned by your teacher. If you are allowed to pick your own topic, **find** one by using resources such as your textbook, encyclopedia, or books in the library.
- B. **Check** to be sure you have at least **3 sources** for your topic. Check with your teacher to see how many print, encyclopedia, CD-ROM, and internet sources you are allowed.
- C. Check to see if your topic needs **narrowing** or **broadening**. The *World Book Encyclopedia* is a good resource to help you begin your search.

## II. Sub-Topics

- A. Ask yourself: **“What do I want to know about my topic?”**
- B. **General** sub-topics are:  
Thing: **Who, What, Where, When, Why**  
Person: **Early Life, Education, Accomplishments, Later Life**
- C. **Specific** sub-topics can be located in a book’s table of contents, subtitles within a chapter, or in an encyclopedia. *The World Book Encyclopedia*’s articles are written in sub-topics.
- D. The **number** of sub-topics may be set by your teacher.

## III. Sources

- A. What **formats** does your information come?  
**Print:** books, encyclopedias, magazines, newspapers, atlases.  
**Non-Print:** videos, laser disks, CD-ROM, internet, computer programs
- B. **Source:** any resource that you use to gather information, pictures, maps or graphics on your topic.
- C. The **number of sources** may be determined by your teacher or will be determined by how much time you have, the effort you give, and their availability.
- D. **Credit** every source you use. Be sure to fill out an appropriate source slip for each source.

## IV. Read/Think/Select

- A. **Read** an entire “chunk” (paragraph) of information BEFORE selecting facts.
- B. **Think** about what was read. What was important?
- C. **Select** only a few key facts from each “chunk” to match your sub-topics.

## V. Note Taking

- A. **One note** per card. Use all the cards you need.
- B. **Select** only the important facts that relate to your sub-topic.
- C. **Six keywords** or less.
- D. **No small words** like a, an or the. Instead, use commas and dashes.
- E. **NO SENTENCES** except for quotations.

## VI. Sort and Number Notes

- A. **Sort** your note cards by sub-topic
- B. **Read** all the notes in each sub-topic and put in a logical order. Discard all note cards that are bad or duplicate information on another card.
- C. **Number** the cards sequentially in the circle in the upper left corner of the card.

## VII Write

- A. **Write a rough draft.** Sub-topics are usually a paragraph, note cards usually a sentence.
- B. **Edit** for spelling and grammar errors. Reread to make sure your words make sense.
- C. Create **Works Cited** Alphabetize your source slips. Use the correct format for each source.

# Research Checklist

Name \_\_\_\_\_ Teacher \_\_\_\_\_ Per. \_\_\_\_

Topic \_\_\_\_\_

Due:

Sub Topics

Due:

I \_\_\_\_\_

II \_\_\_\_\_

III \_\_\_\_\_

IV \_\_\_\_\_

V \_\_\_\_\_

SOURCES At least 2 print format and 1 electronic

Due:

1. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 6. \_\_\_\_\_

3. \_\_\_\_\_ 7. \_\_\_\_\_

4. \_\_\_\_\_ 8. \_\_\_\_\_

Read and Note Take

Due:

At least 10 notes for each sub-topic. Total number of notes: \_\_\_\_\_

Sort and Number Notes

Due:

Write Rough Draft from Notes

Due:

Typed Report

Due:

Works Cited

Due:

Additional Elements

ADAPTED FROM DEBBIE STANLEY

1. \_\_\_\_\_ Due: \_\_\_\_\_

3. \_\_\_\_\_ Due: \_\_\_\_\_

2. \_\_\_\_\_ Due: \_\_\_\_\_

4. \_\_\_\_\_ Due: \_\_\_\_\_

# Works Cited Format

Name \_\_\_\_\_

Teacher \_\_\_\_\_ Per. \_\_\_\_\_

The Works Cited (Bibliography) formats outlined here are accepted for use by all teachers at Walter Reed Middle School.

## PRINT MATERIALS

### FOR A BOOK

<p><b>BOOK BY ONE AUTHOR</b></p>	<p>Author (last name, first - period). <u>Title</u> (underlined - period). Place of publication (colon):            Publisher (comma), Date (period).</p> <p>Example : <b>Armento, Beverly J. <u>Ecos de Pasado</u>. Boston: Houghton Mifflin, 1992.</b></p>
<p><b>BOOK BY TWO AUTHORS</b></p> <div data-bbox="131 709 407 848" style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Note that all lines after the first line of an entry are indented. This is called a hanging paragraph</p> </div>	<p>Author (last name, first - comma), and Second Author (normal order - period). <u>Title</u> (underlined - period). Place of publication (colon): Publisher (comma), Date (period).</p> <p>Example: <b>Tillich, Paul, and Robert C. Moore. <u>The Research Process</u>. New York: Harvard University Press, 1990.</b></p>
<p><b>BOOK BY MORE THAN TWO AUTHORS</b></p>	<p>First Named Author (last name, first - comma), et al. <u>Title</u> (underlined - period). Place of publication (colon): Publisher (comma), Date (period).</p> <p>Example: <b>Tillich, Paul, et al. <u>Voting</u>. Chicago: University of Chicago Press, 1993.</b></p>
<p><b>BOOK COMPILED BY AN EDITOR</b></p>	<p>Editor (last name, first - comma), ed. <u>Title</u> (underlined - period). Place of Publication (colon): Publisher (comma), Date (period).</p> <p>Example: <b>Anderson, John, ed. <u>The World of Energy</u>, New York: Knopf, 1992.</b></p>
<p><b>BOOK COMPILED BY A CORPORATE AUTHOR OR GROUP</b></p>	<p>Corporate Name (period). <u>Title</u> (underlined - period). Place of Publication ( colon): Publisher (comma), Date (period).</p> <p>Example: <b>Horizon Magazine. <u>The Horizon Book of Ancient Greece</u>. New York: American Heritage Publishing, 1973.</b></p>

### FOR AN ENCYCLOPEDIA

<p><b>ENCYCLOPEDIA ARTICLE, AUTHOR NAMED</b> (Author's name appears at the end of the article)</p>	<p>Author (last name, first - period). "Article Title." (period - quotation marks ) <u>Title of Encyclopedia</u> (underlined - period). Year (period).</p> <p>Example: <b>White, Joseph. "Ancient Egypt." <u>World Book Encyclopedia</u>. 1996.</b></p>
<p><b>ENCYCLOPEDIA ARTICLE, NO AUTHOR</b></p>	<p>"Article Title." (period -quotation marks ) <u>Title of Encyclopedia</u> (underlined - period). Year (period).</p> <p>Example: <b>"Spiders". <u>Compton's Encyclopedia</u>. 1996.</b></p>

## PRINT MATERIALS

### FOR A MAGAZINE OR NEWSPAPER

<b>ARTICLE WHERE THE AUTHOR IS NAMED, Weekly Magazine</b>	<p>Author (last name, first - period). "Article Title." (period - quotation marks). <u>Periodical Title</u> (underlined) Day Month(month abbreviated - period) Year (colon): Pages (period).</p> <p>Example : <b>Swanson, Don. "My Life in Africa." <u>People</u> 15 Sept. 1992: 45-48.</b></p>
<b>ARTICLE WHERE THE AUTHOR IS NOT NAMED, Monthly Magazine</b>	<p>"Article Title." (period - quotation marks) <u>Periodical Title</u> (underlined) Month Year: (colon) Pages (period)</p> <p>Example: <b>"The Odds of March." <u>Life</u> Dec. 1996: 38.</b></p>
<b>NEWSPAPER ARTICLE</b>	<p>Author (last name, first - period). "Article Title." (period - quotation marks) <u>Newspaper Title</u> (underlined) Day Month (abbreviated period) Year: (colon) page number+. (use + if article continues on another page - period)</p> <p>Example: <b>Walsh, Molly. "Tightened Security Offers Peace of Mind." <u>New York Times</u> 7 Aug. 1994: A3+.</b></p>

## NON-PRINT MATERIALS

<b>ENCYCLOPEDIA - CD-ROM</b>	<p>Author. (last name, first - period) "Article Title." (period - quotation marks) <u>Title of CD-ROM.</u> (underlined - period) Place of Publication: (use if known - colon) CD-ROM. (period) Disk Publisher, (comma) Disk Date. (period)</p> <p>Example: <b>Collins, Martha. "Emily Dickinson." <u>The New Grolier Multimedia Encyclopedia.</u> CD-ROM. Grolier Inc., 1996.</b></p>
<b>PERIODICAL ARTICLE FROM A DATABASE SERVICE</b>	<p>Author. (last name, first - period) "Article Title." (period - quotation marks) <u>Periodical Title</u> (underlined) day month year: (colon) Pages. (period) Name of online service. (period) Date database was accessed. (period)</p> <p>Example: <b>Jamison, Susan. "Elvis is Alive." <u>Newsweek</u> 2 March 1996: 21-22. Ebsco Online. 3 Feb. 1999.</b></p>
<b>WEB SITE</b>	<p>Author (if known - last name, first - period) "Title of Document." (period - quotation marks) <u>Title of Web site</u> Date. (day month year) - period &lt;URL&gt; ( web site address in angle brackets) (Date site was accessed). (date you visited the web site in parenthesis - period)</p> <p>Example: <b>Limb, Peter. "Alliance in Africa." <u>All About Africa.</u> 21 March 1998. &lt;<a href="http://library.ccsu.stst.edu/~history/archives -1html">http://library.ccsu.stst.edu/~history/archives -1html</a>&gt; (24 Nov. 1999).</b></p>
<b>E-MAIL</b>	<p>Author. (last name, first - period) "Subject line from the e-mail message." (period - quotation marks) Date of creation. (day month year - period) Personal e-mail. (period) (Date message was accessed). (parenthesis - period)</p> <p>Example: <b>Talbot, Casey. &lt;ctalbot@aol.com&gt; "Africa dance." 25 Nov. 1999. Personal e-mail. (30 Nov. 1999).</b></p>
<b>VIDEO OR FILM</b>	<p><u>Title.</u>(underlined - period) Videocassette. (period) Dir. first name last name.(Directors full name - period) List all names of major contributors such as narrator or actors. (period) Distributing Company. (period) Year. (period)</p> <p>Example: <b><u>Invention: Leonardo's Legacy.</u> Videocassette. Dir. Lewis Young. Narr. Richard Peck. Discovery Channel. 1998.</b></p>

## NON-PRINT MATERIALS

<b>SOUND RECORDING</b>	<p>Author, Writer, or Composer. (Last name, first - period) Other major contributors. (first name last name - followed by commas with last name followed by a period.) <u>Title of Work</u> .(underlined - period) Format of recording. (CD, cassette, LP - period) Year published. (period)</p> <p>Example: <b>Lowry, Lois. Narr. Ron Rifkin. <u>The Giver</u>. Audio Cassette. Bantam Doubleday Dell Audio Publishing. 1993.</b></p>
<b>PICTURE</b>	<p>Artist or Photographer. (Last Name, first - period) <u>Title</u>, if known. (underlined - period) Museum or location of picture,(if picture is from book or periodical, cite the book or periodical - comma) City. (period)</p> <p>Example: <b>Kahlo, Frida. <u>Self-Portrait with Cropped Hair</u>. Museum of Modern Art, New York.</b></p>
<b>MAP OR CHART</b>	<p><u>Map or Chart Title</u>. (underlined - period) Map or Chart. (Write out 'map' or 'chart'- period) City: (colon) publisher, (comma) year of publication. (period)</p> <p>Example: <b><u>Pennsylvania</u>. Map. Chicago: Rand McNally, 1992.</b></p>
<b>INTERVIEW</b>	<p>Person. (last name, first - period) Type of interview (cite whether it was a <i>personal interview</i>, <i>telephone interview</i> or <i>internet interview</i> - period) Date of interview ( day month year - period)</p> <p>Example: <b>Tash, Larry. Personal Interview. 15 June 1999.</b></p>

## Writing Your Works Cited

Look at the example on the reverse of this sheet to see what a full Works Cited looks like.

Step One: Alphabetize your source slips by the first word in the entry.

Step Two: Write the first entry. If the entry needs more than one line, the second (and all other lines of the entry) are indented. This means that the first line “hangs out” over the other lines of the entry. Do not number your entry. Single space the lines of an entry.

Step Three: Double space between each entry.

Step Four: Continue adding entries as you did the first entry.

Armento, Beverly J. Ecos de Pasado. Boston: Houghton Mifflin, 1992.

Horizon Magazine. The Horizon Book of Ancient Greece. New York: American Heritage Publishing, 1973.

Limb, Peter. “Alliance in Africa.” All About Africa. 21 March 1998.  
<<http://library.ccsu.stst.edu/~history/archives -1html>> (24 Nov. 1999).

## Sample Works Cited

- Anderson, John. ed. The World of Energy. New York: Knopf, 1992.
- Armento, Beverly J. Ecos de Pasado. Boston: Houghton Mifflin, 1992.
- Horizon Magazine. The Horizon Book of Ancient Greece. New York: American Heritage Publishing, 1973.
- Limb, Peter. "Alliance in Africa." All About Africa. 21 March 1998. <<http://library.ccsu.stst.edu/~history/archives -1html>> (24 Nov. 1999).
- Lowry, Lois. Narr. Ron Rifkin. The Giver. Audio Cassette. Bantam Doubleday Dell Audio Publishing. 1993.
- "Spiders." Compton's Encyclopedia. 1996.
- Tilch, Paul, et al. Voting. Chicago: University of Chicago Press, 1993.
- Tillich, Paul and Robert C. Moore. The Research Process New York: Harvard University Press, 1990.
- White, Joseph. "Ancient Egypt." World Book Encyclopedia. 1996.

### NOTE THE FOLLOWING:

- ENTRIES ARE NOT NUMBERED
- ENTRIES ARE LISTED IN ALPHABETICAL ORDER BY THE FIRST WORD OF EACH ENTRY, EXCLUDING A , AN OR THE
- EACH ENTRY IS SINGLE SPACED
- THE SECOND LINE OF AN ENTRY IS INDENTED
- THERE IS ONE LINE SPACING SEPARATING EACH ENTRY FROM THE NEXT ENTRY

NAME \_\_\_\_\_ TEACHER \_\_\_\_\_ PER. \_\_\_\_ AI

Alphabetical order # \_\_\_\_\_ **BOOK SOURCE** SOURCE CODE \_\_\_\_\_ A

AUTHOR (last name, first name) \_\_\_\_\_ (period). A

TITLE (underlined) \_\_\_\_\_ (period). T

PLACE OF PUBLICATION *city only* \_\_\_\_\_ (colon): P

PUBLISHER \_\_\_\_\_ (comma), DATE \_\_\_\_\_ (period). P

**Example:** Geisert, Arthur. The Etcher's Studio. Boston: Houghton Mifflin Co., 1997. U

NAME \_\_\_\_\_ TEACHER \_\_\_\_\_ PER. \_\_\_\_ D

Alphabetical order # \_\_\_\_\_ **BOOK SOURCE** SOURCE CODE \_\_\_\_\_ E:  
E:  
E:

AUTHOR (last name, first name) \_\_\_\_\_ (period). AI

TITLE (underlined) \_\_\_\_\_ (period). A

PLACE OF PUBLICATION *city only* \_\_\_\_\_ (colon): A

PUBLISHER \_\_\_\_\_ (comma), DATE \_\_\_\_\_ (period). A

**Example:** Geisert, Arthur. The Etcher's Studio. Boston: Houghton Mifflin Co., 1997. T

NAME \_\_\_\_\_ TEACHER \_\_\_\_\_ PER. \_\_\_\_ P

Alphabetical order # \_\_\_\_\_ **BOOK SOURCE** SOURCE CODE \_\_\_\_\_ U

AUTHOR (last name, first name) \_\_\_\_\_ (period). D

TITLE (underlined) \_\_\_\_\_ (period). E:  
E:  
E:

PLACE OF PUBLICATION *city only* \_\_\_\_\_ (colon): AI

PUBLISHER \_\_\_\_\_ (comma), DATE \_\_\_\_\_ (period). AI

**Example:** Geisert, Arthur. The Etcher's Studio. Boston: Houghton Mifflin Co., 1997. A

NAME \_\_\_\_\_ TEACHER \_\_\_\_\_ PER. \_\_\_\_ A

Alphabetical order # \_\_\_\_\_ **BOOK SOURCE** SOURCE CODE \_\_\_\_\_ T  
P

AUTHOR (last name, first name) \_\_\_\_\_ (period). P

TITLE (underlined) \_\_\_\_\_ (period). U

PLACE OF PUBLICATION *city only* \_\_\_\_\_ (colon): D

PUBLISHER \_\_\_\_\_ (comma), DATE \_\_\_\_\_ (period). E:  
E:  
E:

**Example:** Geisert, Arthur. The Etcher's Studio. Boston: Houghton Mifflin Co., 1997. E:  
E:  
E:

Alphabetical order # \_\_\_\_\_

### PRINT & ONLINE REFERENCE SOURCE

SOURCE CODE \_\_\_\_\_

AUTHOR *if available* (last name, first name) \_\_\_\_\_ (period).

ARTICLE TITLE (in quotation marks) \_\_\_\_\_ (period).

TITLE OF REFERENCE SOURCE (underlined) \_\_\_\_\_ (period).

PLACE OF PUBLICATION *except for general encyclopedia & online sources* \_\_\_\_\_ (colon):

PUBLISHER *except for general encyclopedia* \_\_\_\_\_ (comma), COPYRIGHT DATE \_\_\_\_\_ (period).

URL (ADDRESS) OF THE ONLINE SOURCE (in brackets < > ) \_\_\_\_\_

DATE ONLINE SOURCE ACCESSED day, month, year in parenthesis ( ) \_\_\_\_\_ (period).

**Example, print encyclopedia** (author known): Barnes, Isaac. "Camels." The World Book Encyclopedia. 1996.

**Example, print encyclopedia** (author not known): "Spiders." Compton's Encyclopedia. 1998.

**Example, other reference:** Hall, Loretta. "Alix Naff." Arab American Biography. Detroit: UXL, 1999.

**Example, online reference:** Pasquier, Roger. "Owl." Encyclopedia Americana Online. Grolier Inc., 2001. <http://ea.grolier.com> (10, July 2001).

Alphabetical order # \_\_\_\_\_

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SOURCE CODE \_\_\_\_\_

AUTHOR *if available* (last name, first name) \_\_\_\_\_ (period).

ARTICLE TITLE (in quotation marks) \_\_\_\_\_ (period).

TITLE OF REFERENCE SOURCE (underlined) \_\_\_\_\_ (period).

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**Example, online reference:** Pasquier, Roger. "Owl." Encyclopedia Americana Online. Grolier Inc., 2001. <http://ea.grolier.com> (10, July 2001).

Alphabetical order # \_\_\_\_\_

## INTERNET WEB SITE SOURCE

SOURCE CODE \_\_\_\_\_

. AUTHOR *if available* (last name, first name) \_\_\_\_\_ (period).  
) TITLE OF DOCUMENT *if available* (in quotation marks) \_\_\_\_\_ (period).  
) TITLE OF WEB SITE (underlined) \_\_\_\_\_ (period).  
: DATE CREATED (day month year) \_\_\_\_\_ (period).  
) WEB SITE ADDRESS <in angle brackets> < \_\_\_\_\_ >  
\_ DATE ACCESSED (day month year) \_\_\_\_\_ (period).

. **Example:** Limb, Peter. "Alliance in Africa." All About Africa. 21 March 1998.  
<<http://www.library/ccsi/stst/edu/~history/archives-1.html>> 24 Nov. 1999.

Alphabetical order # \_\_\_\_\_

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SOURCE CODE \_\_\_\_\_

. AUTHOR *if available* (last name, first name) \_\_\_\_\_ (period).  
) TITLE OF DOCUMENT *if available* (in quotation marks) \_\_\_\_\_ (period).  
) TITLE OF WEB SITE (underlined) \_\_\_\_\_ (period).  
: DATE CREATED (day month year) \_\_\_\_\_ (period).  
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Alphabetical order # \_\_\_\_\_ **PERIODICAL/DATABASE SOURCE** SOURCE CODE \_\_\_\_\_

AUTHOR *if available* (last name, first name) \_\_\_\_\_ (period).

ARTICLE TITLE (in quotation marks) \_\_\_\_\_ (period).

TITLE OF ORIGINAL SOURCE *name of magazine, newspaper, etc.* (underlined) \_\_\_\_\_ (period).

DATE OF ARTICLE (day month year) \_\_\_\_\_ (colon): PAGES *if available from print source* \_\_\_\_\_ (period).

NAME OF ONLINE SERVICE \_\_\_\_\_ (period).

URL(ADDRESS) OF ONLINE SERVICE ( in < > ) < \_\_\_\_\_ >

DATE ACCESSED (day month year) \_\_\_\_\_ (period).

**Database Example:** Jamison, Susan. "Elvis is Alive." Newsweek. 2 March 1996: 21-22.

Ebsco Online. <<http://www.ebsco.com>> 3 Feb. 1999.

**Print Example:** Gwatney, Manda C. "Reality Versus the Ideal." Knowledge Quest. May/June 2001: 36-39.

Alphabetical order # \_\_\_\_\_ **PERIODICAL/DATABASE SOURCE** SOURCE CODE \_\_\_\_\_

AUTHOR *if available* (last name, first name) \_\_\_\_\_ (period).

ARTICLE TITLE (in quotation marks) \_\_\_\_\_ (period).

TITLE OF ORIGINAL SOURCE *name of magazine, newspaper, etc.* (underlined) \_\_\_\_\_ (period).

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**Print Example:** Gwatney, Manda C. "Reality Versus the Ideal." Knowledge Quest. May/June 2001: 36-39.

Alphabetical order # \_\_\_\_\_ **ELECTRONIC MEDIA SOURCE** SOURCE CODE \_\_\_\_\_

- 1) AUTHOR *if available* (last name, first name) \_\_\_\_\_ (period).
- 2) ARTICLE TITLE (in quotation marks) \_\_\_\_\_ (period).
- 3) TITLE OF SOURCE (underlined) \_\_\_\_\_ (period).
- 4) TYPE OF MEDIA (CD-ROM, DVD, etc.) \_\_\_\_\_ (period). PUBLISHER \_\_\_\_\_ (comma).
- 5) DATE \_\_\_\_\_ (period).

**Example:** Collins, Martha. "Emily Dickinson." The New Grolier Multimedia Encyclopedia.  
CD-ROM. Grolier Inc., 1996.

Alphabetical order # \_\_\_\_\_ **ELECTRONIC MEDIA SOURCE** SOURCE CODE \_\_\_\_\_

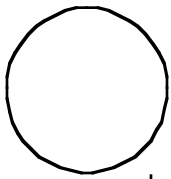
- 1) AUTHOR *if available* (last name, first name) \_\_\_\_\_ (period).
- 2) ARTICLE TITLE (in quotation marks) \_\_\_\_\_ (period).
- 3) TITLE OF SOURCE (underlined) \_\_\_\_\_ (period).
- 4) TYPE OF MEDIA (CD-ROM, DVD, etc.) \_\_\_\_\_ (period). PUBLISHER \_\_\_\_\_ (comma).
- 5) DATE \_\_\_\_\_ (period).

**Example:** Collins, Martha. "Emily Dickinson." The New Grolier Multimedia Encyclopedia.  
CD-ROM. Grolier Inc., 1996.

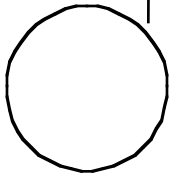
Alphabetical order # \_\_\_\_\_ **ELECTRONIC MEDIA SOURCE** SOURCE CODE \_\_\_\_\_

- 1) AUTHOR *if available* (last name, first name) \_\_\_\_\_ (period).
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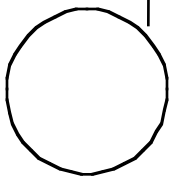
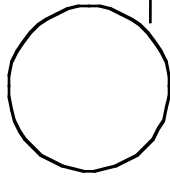
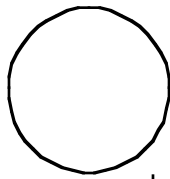
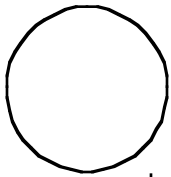
**Example:** Collins, Martha. "Emily Dickinson." The New Grolier Multimedia Encyclopedia.  
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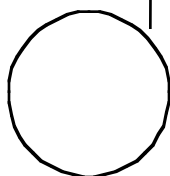
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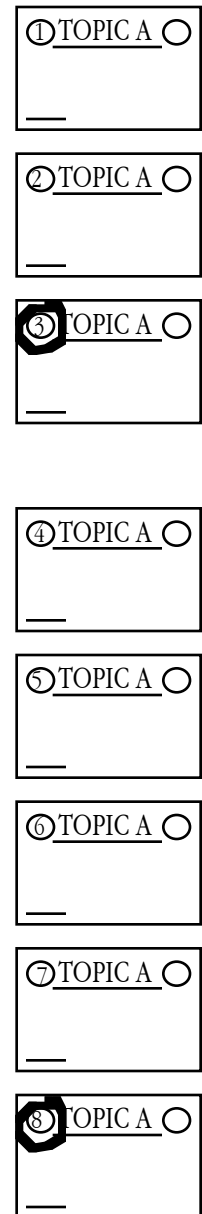
# Organizing Note Cards

1. Separate the note cards by sub-topic.
2. Read through the note cards and discard the bad ones, or the ones that repeat information that is on another card.
3. Lay the note cards for each sub topic out vertically, and arrange them in a way that makes sense and would read logically in a written report. This may be chronological (in order by time), or by steps. When you feel comfortable with the organization of the first sub-topic, number the cards in the upper-left circle. Repeat the same process with each sub-topic, numbering the cards continuously (each sub-topic numbering starts where the last one left-off).
4. Divide each sub-topic in half. Each half makes a paragraph. Then manipulate the note cards for better paragraph structure. For example, the last two cards of one paragraph would go better with the next paragraph. If so, move those two cards to the top of the stack of the stack of the next paragraph. One paragraph may have four note cards and the next one six note cards. When you have your paragraphs set, circle the number of the note card that represents the end of a paragraph so you know where each paragraph begins and ends.
5. Keep your note cards organized! You are now ready to write the first draft of your report.



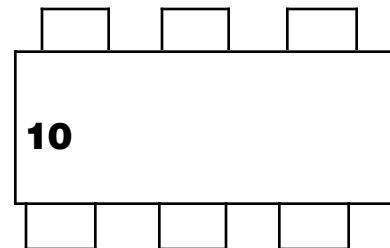
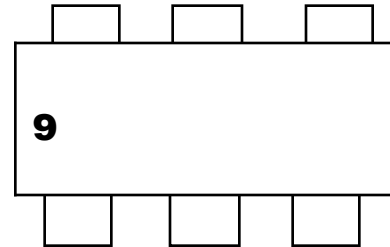
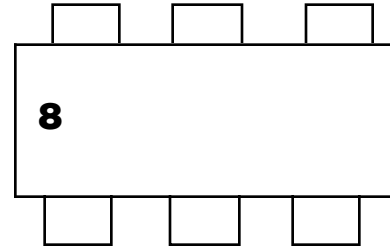
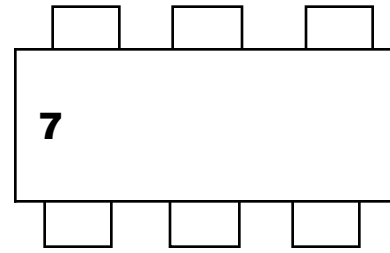
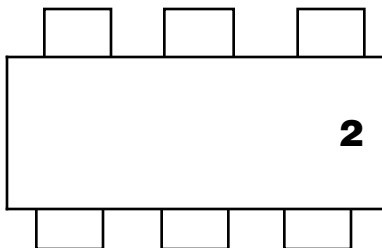
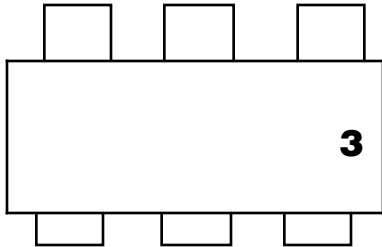
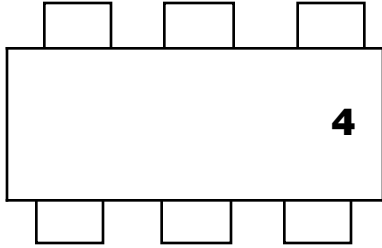
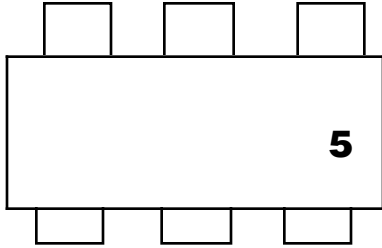
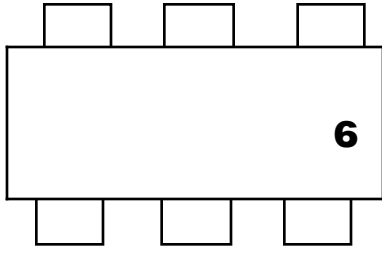
STEP 3  
PUT CARDS IN  
LOGICAL  
SEQUENCE AND  
THEN NUMBER.

THE CARDS FROM  
THE NEXT TOPIC  
WOULD START  
WITH #9



STEP 4  
SEPARATE IN HALF  
AND THEN ADJUST  
CARDS TO FORM  
TWO PARAGRAPHS.

CIRCLE THE  
NUMBER OF THE  
LAST CARD IN  
EACH PARAGRAPH



## Walter Reed Middle School Library Seating Chart

TEACHER NAME \_\_\_\_\_

SUBJECT \_\_\_\_\_ PER. \_\_\_\_\_

Front of Library

Walter Reed Middle School

# Library/Research Program

# Sixth Grade Curriculum

# Library/Research Program

## WELCOME!

This sixth grade research curriculum is the first installment of a three year research curriculum. I hope that this curriculum will be adopted by all curricular areas so that the students recognize the universality of research skills. By making these skills uniform throughout the school program, the teacher's job should actually become easier. Any teacher should be able to send a student or bring an entire class to the library and expect them to know how to search, extract and use the information that is available to them. When a teacher assigns a written report, they know and understand the process the students will use from the introduction to the finished product. What is essential here is the acceptance of the staff and consistency in applying the process to their curriculum. I have tried to create a curriculum that is teacher friendly and will require as little preparation time as possible.

### SPECIAL NOTE TO ALL CLASSROOM TEACHERS

**While the process outlined on these pages is specifically written for writing a biography, and its initial instruction in a sixth grade social studies class, it is essential for you to understand that the process remains the same no matter what the content is. Teachers in other subjects will not have to teach the process. You may need to review the process with the class. You will need to assign your topics and give instruction on the development of sub-topics. You will also need to determine due dates and project parameters. This can all be done in collaboration with the Library Media Teacher (LMT).**

Almost all the materials you need are contained in this packet. Please review them carefully. It is essential that you understand the process and do some background work before you introduce the research project to your students.

## Goals of the Project

- To provide students with the skills necessary to search and locate materials in the library
- To provide students with a structured method to extract information from a variety of resources
- To provide students with a structured method to take information extracted from several resources and organize it into a coherent written piece.
- To provide students with an organized format for citing their sources.
- To provide students with research skills and tools that will be accepted and used consistently throughout their three years in middle school.
- To provide teachers with the tools necessary to make better use of the library and its instructional materials.
- To provide teachers with a research program that will help them to organize and execute their research projects
- To provide teachers with collaborative training, planning and resources of the library and library staff

## Grade 6 California Language Arts Standards

- Reading 2.4 - Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- Writing 1.2 - Create multiple-paragraph expository compositions:
  - a. Engage the interest of the reader and state a clear purpose.
  - b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
  - c. Conclude with a detailed summary linked to the purpose of the composition.
- Writing 1.5 - Compose documents with appropriate formatting by using word-processing skills & principles of design.
- Writing 1.6 - Revise writing to improve the organization and consistency of ideas within and between paragraphs.
- Writing 2.2 - Write expository compositions
  - a. State the thesis or purpose.
  - b. Explain the situation.
  - c. Follow an organizational pattern appropriate to the type of composition.
  - d. Offer persuasive evidence to validate arguments and conclusions as needed.
- Writing 2.3 - Write research reports:
  - a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
  - b. Support the main idea or ideas with facts, details, examples, and explanations from multiple resources.
  - c. Include a Works Cited.

# Library/Research Program

## Sixth Grade Program Outline

- I. Preparation and Planning
  - A. Meet with Library Media Teacher to set dates, library time, and planning meeting with LMT.
  - B. Planning Meeting
    - 1. Determine teacher/LMT tasks on action plan form
    - 2. Determine/revise biography sub-topics
    - 3. Determine project structure
    - 4. Determine project time line
  - C. Prepare Materials (LMT)
  - D. Determine groups and library seating chart (Teacher)
- II. Library Component
  - A. Introductions
  - B. Dewey decimal classification
  - C. Call numbers
  - E. Searching the collection
  - F. Library scavenger hunt
  - G. Research steps
  - H. Complete research check list
    - 1. Biography subject
    - 2. How to write a biographical research paper
    - 3. Develop biography sub-topics
    - 3. Review possible resources
  - I. Works Cited
    - 1. Complete book source slips
    - 2. Create Works Cited
  - J. Note cards and note taking practice
  - K. How to organize note cards
- III. Classroom/Home Component
  - A. Write the first draft
  - B. Revise
  - C. Final copy
  - D. Complete final Works Cited
  - E. Project completion. Finish all additional tasks as required by the instructor

# Library/Research Program

## The Project Day-by-Day

- This curriculum requires four days of instruction in the library. The curriculum requires the use of additional classroom time for writing. This can be a part of a unit on the writing process and could be done as a part of the students Language Arts period.
- The project introduces the students to the library and the research process in a way that has meaning and practical value.
- The project is designed so that the classroom teacher and Library Media Teacher are team teaching.

### **Initial Planning Meeting**

At this meeting the teacher and Library Media Teacher (LMT) discuss the project, determine due dates and make any adjustments to customize the project to the needs of the teacher. Sub-topics for a biography are somewhat standard: early life, education, career, accomplishments, and later life. The teacher is free to customize the sub-topics to meet the needs of their curriculum.

### **Teacher Preparation**

You must be familiar with the process so you can help teach the project and monitor the progress of your students. Read this entire section so you know exactly what is happening each day. Review the section on the research process. The LMT will duplicate all the materials in this packet for your classes. It is very important that you understand that this process needs to be taught with a lot of direction.

If you are using cooperative groups, you may want to limit the groups to two. More than two would not provide enough practice in the process using a topic as limiting as biography. Individuals should still be responsible for their own final product. You will need to make a library seating chart, so they know where to sit, and the LMT can learn their names. Copy as many of the enclosed seating charts as needed.

You may want to plan some classroom days for doing artwork, peer editing, or writing final drafts. These activities can also be completed at home.

Once your students have learned the research process, it is hoped that you will reinforce it by using it on every research project you assign. After this initial project, it should become easier, as you won't be teaching the process. All materials are kept on hand in the library and are available for your use. You may want to keep a supply of Works Cited forms, note cards, and research checklists in your classroom.

### **Day Before Instruction Begins**

Introduce the unit to the students. Briefly review what they will be learning, what their responsibilities will be, and how they will be evaluated. Tell them to meet you at the library. You may wish to walk them over on the first day, but they can meet you there on subsequent days. Review library rules, emphasizing no food, gum, or drink is allowed. The LMT will review the rules on the first day. Tell them which table number they will sit at in the library. They are responsible for going directly to their assigned seat and waiting quietly.

# Library/Research Program

## **Day One - Introduction and Library Organization**

- Teach Dewey decimal classification, call number, and library orientation. Students will get two handouts: **Understanding Dewey** and **The Call Number - A Book's Address in the Library**.

- The students will get two worksheets: **List by Dewey** and **The Investigation of the Lost Books**. These will be due the next day and should be considered a homework assignment. The classroom teacher will determine evaluation and credit.

## **Day Two - Works Cited**

- On the tables will be a variety of book sources, **Works Cited Formats** (short form) and **Book Source slips**

- Demonstrate how to transfer the information from the book, to the source slip and from the source slip to the Works Cited. The group will complete one slip together, and then four more on their own. Students will be asked to create a Works Cited from the slips they have completed and then turn them in the following day.

## **Day Three - Conducting a Search and Library Scavenger Hunt**

- Students will learn how to do a search on the computerized catalog.

- Students will do a scavenger hunt of the library. The activity reinforces skills taught on day one.

## **Day Four - Introduction to the Research Process**

- Students are told the topic for their biographical research paper

- Students get the **Research Steps** and **Writing a Biography** handouts. Steps are reviewed concentrating on sections I, II, and III. On the reverse side is the **Research Checklist**. Students review biography sub-topics and fill them in on their checklist.

- Students will use a minimum of one book source for the project.

- Review the due dates and have students fill them in.

- Discuss how to choose a good book source. Students will locate a biography on their topic, check it out, and complete a source slip for their Works Cited.

## **Day Five - Writing and Organizing Note Cards, Selecting a Book**

- Distribute **Note Cards**. Demonstrate note taking. Have students practice note taking from their books.

- Ten minutes before the end of the period, distribute **Organizing Note Cards**. Demonstrate organization of note cards.

- The library portion of the project is now completed. The remainder of the work will be done at home and/or in class.

## **Conclusion of Project**

Discuss good writing techniques. Demonstrate the writing of an introductory paragraph for the paper, an introductory sentence for each paragraph, and writing a conclusion. The first draft can be in short sentences or in outline form, if you choose. Let students go to work! Students may still use the library during non-class hours. You may send students to the library for more research, but be sure to use the library passes provided in your library packet, and no more than three students at a time. If no other classes are scheduled for the library, you can sign up for more days. You can extend the completion of the project to whatever time frame you desire.

## Action Plan

DATE OF PROJECT \_\_\_\_\_

TEACHER \_\_\_\_\_

LMT \_\_\_\_\_

Day	Teacher	Library/Media Teacher
Planning Meeting	<ul style="list-style-type: none"> <li>- Determine unit to be taught</li> <li>- Determine what topics will be covered</li> <li>- Determine the end product</li> <li>- Determine time frame and assign tasks</li> </ul>	
Preparation	<ul style="list-style-type: none"> <li>- Organize class into groups</li> <li>- Assign topics</li> <li>- Make <b>library seating chart</b></li> <li>- <b>Pre teach note taking skills</b></li> </ul>	<ul style="list-style-type: none"> <li>- Research and determine availability of materials</li> <li>- Prepare all forms, posters, overheads and student handouts</li> </ul>
Day 1		<ul style="list-style-type: none"> <li>- Introduction to the library</li> <li>- Teach Dewey decimal classification</li> <li>- Teach call numbers</li> </ul>
Day 2		
Day 3		<ul style="list-style-type: none"> <li>- Teach searching the online catalog</li> <li>- Library scavenger hunt</li> </ul>
Day 4		
Day 5		
Project Completion	<ul style="list-style-type: none"> <li>- Project is completed in class and at home as determined by the instructor</li> </ul>	

Walter Reed Middle School

# Library/Research Program

# Sixth Grade Handouts and Worksheets

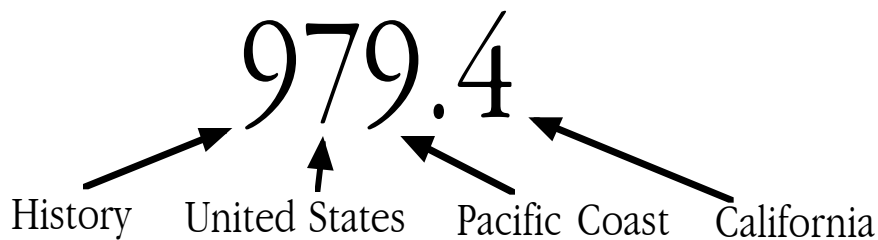
# Understanding Dewey

## INTRODUCTION

With thousands of books in a library, a system was needed to make it as easy as possible for a person to find what they needed. A librarian named Melville Dewey devised a system that is in use by most small libraries around the world.

The system uses numbers. The numbers have meaning, so that books about the same topic are grouped together. Each book gets at least three digits (543 for example). After the third digit, a decimal point is placed and as many digits as necessary can be added after the decimal. This is why this system is officially called the Dewey Decimal Classification System.

A number can be taken apart digit by digit to get its meaning:



The number above would be used to represent a book about the history of California. While it is not important for you to know how to take apart a number, it is important for you to have a general understanding of the way the system works. If you know the dewey number of one book on a topic you are researching, you know that all other books on the same topic have the same Dewey number and will be located together in the library.

## TEN MAIN CLASSES

RANGE	CLASS	TOPICS
000	Generalities	encyclopedias, almanacs, unusual phenomena
100	Philosophy & psychology	books that try to explain our ideas and thoughts
200	Religion	books about our beliefs
300	Social Sciences	books about cultures, education, problems
400	Language	books about different languages, dictionaries
500	Natural science and mathematics	chemistry, physics, astronomy, biology, geology
600	Technology (Applied sciences)	medicine, engineering, agriculture, manufacturing
700	The Arts	painting, drawing, architecture, music, recreation
800	Literature	drama, poetry, speeches, humor
900	History and Geography	history, geography, travel books, biographies

There are two important numbers that you should know. Much of the work we do in school is about people. Books about more than one person is a collective biography. **Collective biographies are classified as 920.** Books about only one person is an individual biography. **Individual biographies are classified as 921.**

# List by Dewey

Name \_\_\_\_\_  
 Teacher \_\_\_\_\_ Per. \_\_\_\_\_

## DIRECTIONS

Below is a list of subjects and a chart with the Dewey main classification numbers. Write each subject listed below in the column representing the classification that would contain that subject. Check off each subject as you list them in the chart. Two examples are done for you. Use the chart on "Understanding Dewey" as a reference.

Automobiles	Bible	Geography	Plays	Airplanes
Crafts	Snakes	Holidays	✓ Birds	Plants
Mythology	Music	Cooking	History	Insects
Jokes	Dictionaries	Rocks	Poetry	Legends
✓ Games	Stars	Weather	Riddles	Monsters
Pets	Drawing	Biography	Clouds	Transportation

000	100	200	300	400	500	600	700	800	900
					Birds		Games		

# The Call Number

Name \_\_\_\_\_

## A Book's Address in the Library

Teacher \_\_\_\_\_ Per. \_\_\_\_\_

Call numbers are on the spine of the book, on the bar code label and on the book pocket. The call number is the book's address in the library. It tells you where the book can be found. Following is a brief overview of what the call number is composed of.

### NONFICTION

Nonfiction are books that inform the reader. The author must present facts without distorting the truth. Nonfiction call numbers are the Dewey classification number, and then the first three letters of the author's last name. These call numbers put all the books about the same subject together, in alphabetical order by the author's last name.

#### Individual Biography (921)

The call number for individual biography uses the Dewey number 921 and the first three letters of the last name of the person who the book is written about. All books about the same person are grouped together. Books are shelved in alphabetical order making it easier to find a book about a specific person.

#### Collective Biography (920)

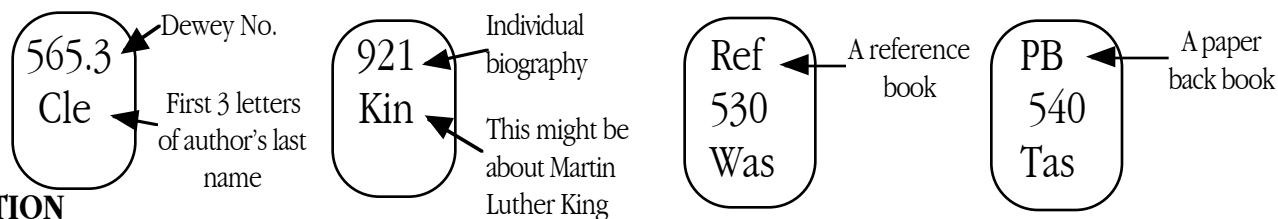
A collective biography is about more than one person. The call number uses the Dewey number for collective biography, 920 and then the first three letters of the author's last name.

#### Reference Books (REF)

Reference books provide extensive information on one or several subjects. These books usually don't leave the library. Some are checked out for one day. The call number of reference books have a first line of R or REF, the Dewey number for the subject covered, then the first three letters of the author's last name, or the first three letters of the title if the author is not identified

#### Paperback Books (PB)

Books with out a hard cover have a first line of PB.



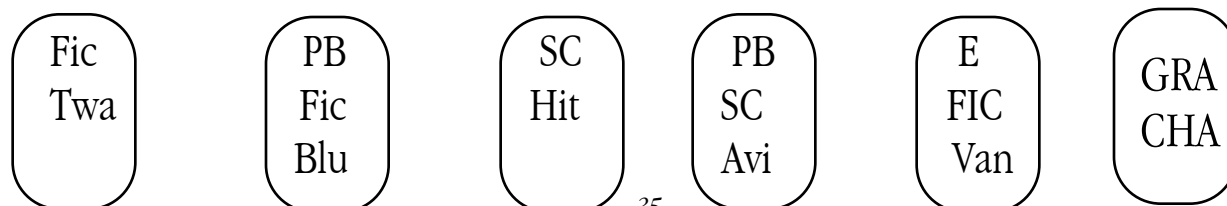
### FICTION

Fiction books are books whose purpose is to entertain the reader. They are the product of the author's imagination. While there may be factual events or persons in the story, a fiction book is not meant to be a resource of information. For fiction, the call number is Fic, and then the first three letters of the author's last name. Even though it is made up of letters, we still call it a call number.

**Story Collections (SC)** Story collections are collections of short stories

**Picture Books (E)** Picture books are books where the story and illustrations are of of equal importance.

**Graphic Novels (GRA)** Graphic novels tell a story in a comic book style format.



# The Investigation of the Lost Books

Name \_\_\_\_\_

Teacher \_\_\_\_\_ Per. \_\_\_\_\_

## DIRECTIONS

There are several "lost" books in the library. As an expert detective, you know that you can find many clues in a book's call number. For each call number shown below, give the following information about each book. Write in full sentences.

- A. Is the book fiction, nonfiction, reference, story collection, individual biography, collective biography, paperback. Choose all that apply.
- B. For nonfiction, tell what the book might be about.
- C. Who might have been the author. If a biography, who might the book be about? Make up any name that fits.
- D. Using the library map on the reverse, give the letter of the section where this book should be located.

551.6  
Gal

This book is some kind of science book, maybe one about plants. It was written by Tom Gallant. This book is located in section F of the library

Note that in the explanation, the author is made up, but fits the author line of the call number.

REF  
574.5  
Bro

---

---

---

---

---

PB  
Fic  
Tol

---

---

---

---

---

PB  
811  
Esk

---

---

---

---

---

SC  
Bob

---

---

---

---

---

709  
Tah

---

---

---

---

---

921  
Ken

---

---

---

---

---

# Library Scavenger Hunt

Name \_\_\_\_\_

Teacher \_\_\_\_\_ Per. \_\_\_\_\_

## INSTRUCTIONS

Your job is to hunt down books and prove that you found them by giving the first word of text on a given page. You will use a variety of methods to find the books. For some, you will be able to go straight to the shelves and find the books. Others will require you to do a search on the computer. Remember, you will need to record the first word of text on the page of the book indicated. This excludes book titles, chapter titles, headers, picture captions, etc.

### Section I: Finding a book given the call number and title

1. 

291 Lum	<u>Stars in our Heaven</u>	GIVE THE FIRST WORD ON P.136 _____
------------	----------------------------	------------------------------------
  
2. 

Fic Jar	<u>Beyond the Magic Sphere</u>	GIVE THE FIRST WORD ON P.74 _____
------------	--------------------------------	-----------------------------------

### Section II: Searching a given author. Give the call number, title and word on given page.

3. Deborah Able    Call Number \_\_\_\_\_    Book Title \_\_\_\_\_

GIVE THE FIRST WORD ON P.55 \_\_\_\_\_

### Section III: Searching a given title. Give the call number, author and word on given page.

4. The Man Without a Face    Call Number \_\_\_\_\_    Book Author \_\_\_\_\_

GIVE THE FIRST WORD ON P.79 \_\_\_\_\_

**Section IV: Searching a given keyword. Give the call number, title, author, and word on given page.**

5. Keyword: **performance**

Call Number \_\_\_\_\_ Book Title \_\_\_\_\_

Book Author \_\_\_\_\_ GIVE THE FIRST WORD ON P.149 \_\_\_\_\_

6. Keyword: **logarithms**

Call Number \_\_\_\_\_ Book Title \_\_\_\_\_

Book Author \_\_\_\_\_ GIVE THE FIRST WORD ON P 7 \_\_\_\_\_

**Section V: Finding a book about a person. Give the first word on the given page**

7. Find a book about **Garth Brooks** GIVE THE FIRST WORD ON P.21 \_\_\_\_\_

Note: This scavenger hunt is a sample of 24 variations.

## Walter Reed Middle School Library

A biography is a piece written about a person. The basic structure of most biographies will be the same. Follow the steps below to help you through the process.

**Materials Needed** The items in boldface are available from your teacher, the library and at the library's web site [www.lausd.k12.ca.us/Reed\\_MS/Library/index.html](http://www.lausd.k12.ca.us/Reed_MS/Library/index.html)

- Notebook paper
- Pens, pencils, erasers
- **Research Checklist**
- **Source Slips**
- **Note Cards**
- change for copy machine and printers

**Step One: Determine Your Topic** The topic of your biography will be the person you are writing about. The person will most likely be assigned by your teacher. If you have a choice choose a person that interests you and most importantly, check the library resources to see if sufficient information has been written about him or her to support your research. Visit the library and ask the librarian for help in choosing a person for your biography.

**Step Two: Select Your Sources** Your teacher may restrict you on the number and kinds of sources you may use. Below is a list of possible sources that are kept in our library. Be sure to fill out a source slip for each source used.

- Individual biography (section 921)
- Collective biography (section 920)
- General encyclopedias (electronic or print)
- *Great Lives from History*
- *Dictionary of American Biography*
- *Current Biography*
- *Ebsco Resources* (Internet)
- Subject specific encyclopedias
- Internet searches
- *The Encyclopedia of World Biography*
- *Biography Today*
- *Facts on File* (Internet)
- *Gale Resources* (Internet)

**Step Three: Determine your Sub-Topics** Your teacher may assign your sub-topics. If you need to create your own sub-topics first make a list of questions about the person. Below are some samples:

- Why is the person famous?
- What did the person invent, discover, or do to become famous?
- How has their work or discovery affected our lives?
- Did the person have an unusual childhood?
- Who were the person's parents?
- What did the person do in retirement?
- When and where was the person born?
- Who influenced the person's life?
- What was the person's childhood like?
- Where did the person go to school?
- How did the person become interested in their work?
- When and at what age did the person die?

These questions can usually be classified into four sub-topics:

- A. EARLY YEARS - including date of birth, place of birth, parents and siblings
- B. SCHOOL YEARS - including education, influential people, influential events
- C. WORKING YEARS - including career, major accomplishments, awards, effect on our lives
- D. LATER YEARS - including marital status, children, career changes, retirement, life span, date of death

**Step Four: Reading and Note Taking** Read through the source for facts you want to use. When you find a usable fact, determine which sub-topic it comes under. Write the sub-topic on the top line of the note card. Write the fact using incomplete sentences, unless it is a quote. **WRITE ONLY ONE FACT PER CARD.**

**Step Five: Organizing Note Cards** When finished with your research, you need to organize the cards. First sort them by sub-topic. Layout all the cards in a sub-topic. Remove any cards that you feel are poor, or are duplicates. Lay the remaining cards out vertically. Order them in a sequence that you feel is logical. Once all your cards are sorted and ordered, number them in the upper left circle.

**Step Six: Write Your Rough Draft** Your teacher may give you some instruction on this. Write your paper directly from your note cards. Remember to have an opening and concluding paragraph. Each sub-topic will be a paragraph. Some sub-topics will require more than one paragraph depending on the information gathered.

**Step Seven: Edit, Revise, Final Draft** Your teacher may edit your rough draft. Some teachers have students do peer editing, where you exchange rough drafts and edit each other's work. In any case, you need to edit the rough draft for spelling and grammatical errors. Revise poorly written or confusing sentences. Have someone read your revision to make sure it reads smoothly, is logical, and has no errors. Type or word process your final paper.

**Step Eight: Make Works Cited** Gather your source slips together and alphabetize them by author or title if there is no author. Make the Works Cited according to the Reed Style Sheet available from your teacher, the library or the library's web site.

Walter Reed Middle School

# Library/Research Program

# Seventh Grade Curriculum

# Library/Research Program

## WELCOME!

This research curriculum was instituted in the 1999/2000 school year. Starting with the sixth grade, students were introduced to library organization and the research process. The seventh grade component shows students how to access and use reference sources. This is a school wide research curriculum. By adopting a school wide research program, the task of assigning research projects is simplified. All teachers should be able to send a student or bring an entire class to the library and expect them to know how to search, extract and use the information that is available to them. What is essential is the acceptance of the research program by the staff and their consistency in applying the process to their curriculum.

### SPECIAL NOTE TO ALL CLASSROOM TEACHERS

**The process outlined on these pages was originally taught in the sixth grade. Many of your students will come to you with some or most of the skills outlined here. You will not have to teach the process, as it is taught in the students' language arts classes. You may need to review the process with the class. You will need to assign your topics and give instruction on the development of sub-topics. You will also need to determine due dates and project parameters. This can all be done in collaboration with the Library Media Teacher (LMT).**

Almost all the materials you need are contained in this packet. Please review them carefully. It is essential that you understand the process and do some background work before you introduce your research project to your students.

## Goals of the Project

- To provide students with the skills necessary to search and locate materials in the library
- To provide students with a structured method to extract information from a variety of resources
- To provide students with a structured method to take information extracted from several resources and organize it into a coherent written piece.
- To provide students with an organized format for citing their sources.
- To provide students with research skills and tools that will be accepted and used consistently throughout their three years in middle school.
- To provide teachers with the tools necessary to make better use of the library and its instructional materials.
- To provide teachers with a research program that will help them to organize and execute their research projects
- To provide teachers with collaborative training, planning and resources of the library and library staff.
- 

## Grade 7 California Language Arts Standards

- Writing 1.2 - Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- Writing 1.3 - Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- Writing 1.4 - Identify topics, ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- Writing 1.5 - Give credit for both quoted and paraphrased information in a Works Cited by using a consistent and sanctioned format and methodology for citations.
- Writing 1.6 - Create documents by using word-processing skills and publishing programs.
- Writing 2.3 - Write research reports:
  - a. Pose relevant and tightly drawn questions about the topic.
  - b. Convey clear and accurate perspectives on the subject.
  - c. Include evidence compiled through the formal research process.
  - d. Document reference sources by means of footnotes and a Works Cited.
- Reading 2.6 - Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

# Library/Research Program

## Seventh Grade Program Outline

- I. Preparation and Planning
  - A. Reserve five contiguous days in the library
  - B. Get Persuasive Essay lesson materials from English Dept. chairperson. These lessons require approximately one week of lessons before coming to the library. Review before planning meeting
  - C. Planning Meeting
    - 1. Discuss and plan Persuasive Essay research project
      - a) Review topic list and resources
      - b) Determine essay details such as taking a position pro or con, having both sides of an issue assigned, presentation of finished product (oral, written, display)
      - c) Evaluation rubrics
      - d) Determine project time line
    - 2. Determine teacher/LMT tasks on action plan form
  - D. Prepare Materials (LMT)
  - E. Determine groups and library seating chart (teacher)
- II. Library Instruction
  - A. Introduction to the Reference Section
    - 1. Encyclopedias - organization, indexing and cross-referencing
    - 2. Subject encyclopedias
    - 3. Almanacs
    - 4. Dictionaries, quotations, thesaurus, rhyming dictionaries
    - 5. Atlas, gazetteer (geographical dictionary)
    - 6. Special references
  - B. Introductory reference activity
    - 1. Using indexing and cross-referencing
    - 2. Determining which resource is best to use for a particular topic
  - C. Student Reference Question/Answer Project
  - D. Citation of Reference Sources
    - 1. Completing reference source slips
    - 2. Works Cited quiz (includes both book and reference sources)
  - E. Introduce Persuasive Essay Project
    - 1. Review and assign topics to students
    - 2. Distribute research checklist
      - a) Topics
      - b) Sub-topics
      - c) Required resources
      - d) Due dates
    - 3. Teach structure and form of Persuasive Essay
    - 4. Review note cards and note card organization
    - 5. Citing sources (Works Cited)
  - F. In library research
- III. Classroom Instruction
  - A. Topics related to Persuasive Essay
  - B. Persuasive Essay completion, finishing all tasks as required by the instructor.

# Library/Research Program

## The Project Day-by-Day Seventh Grade Program

### **Initial Planning Meeting**

As soon as possible reserve space for your classes, and schedule a short meeting with the Library Media Teacher (LMT). Procure the Persuasive Essay lesson packet from the English department chair. Please note that you will need to start at least one week before coming to the library. You will need five or more days in the library. At this meeting, we will discuss the library research lessons and plan the persuasive essay that the students will produce. The LMT will have a supply of student materials related to the research lessons. We will review the **Persuasive Essay Topic List**. The teacher and LMT will develop a calendar, review the materials and the process to be used. Finally, an action plan will be created so that the teacher and LMT are clear about which tasks and what instruction each is responsible for.

### **Teacher Preparation**

Review the Persuasive Essay lesson packet, duplicate worksheets and handouts, and prepare for the classroom lessons to be done the week before you come to the library. Review the research lessons so you are somewhat familiar with what your students will be learning in the library. The handouts, **Reference Section Guide Sheet**, **Introductory Reference Activities** and the **Question/Answer Project**, are all located in the hand out section. If you have any questions be sure to ask. The LMT will duplicate all the materials in this packet for your classes.

If you are using cooperative groups, you should form them before coming to the library. Individuals should still be responsible for their own final product. You will need to make a library seating chart so they know where to sit, and the LMT can learn their names. Run off as many of the enclosed seating charts as needed.

### **The Week Before Instruction Begins**

You will teach the persuasive essay unit as described in the lesson packet. You may want to review what the students will be doing in the library. You can assign their topics before coming to the library, or wait until day four in the library. Tell students which table number they will sit at in the library. If you don't assign seats, Mr. Bobrosky will assign them on the first day.

### **Day One - Introduction to the Reference Section**

- Distribute **Reference Guide Sheet**
- Students will be introduced to the reference section, its contents, organization, and how to access the information located there.
- Students will be given **Introductory Reference Activities** to start in the library and finish at home.

### **Day Two - Resources and Works Cited**

- Collect Reference Activity worksheet.
- Discuss the difference between citation of general encyclopedia and other print reference sources.
- Demonstrate filling in a print reference slip
- Discuss the difference between web sites and databases
- Demonstrate filling in a web site resource slip and a database resource slip

# Library/Research Program

## The Project Day-by-Day

### **Day Two - Resources and Works Cited (continued)**

- Review citing print and online reference sources in a Works Cited.
- Students are assigned Works Cited to complete at home..

### **Day Three - Reference Question/Answer Project**

- Collect the Works Cited.
- Distribute **Reference Question/Answer Project**. Review the instructions, and answer questions. Students complete as much as possible during the period. Collect if teacher wants them.
- Remind students to bring materials for the project and change for the copy machine tomorrow.

### **Day Four - Introduction to Persuasive Essay Assignment**

- Distribute the **Research Checklist** handout.
- Review the project, filling in the Research Checklist with topic, sub-topics, source requirements and due dates.
- Review note cards and note card organization.
- Review source slips and Works Cited.
- Teacher reviews their requirements and structure for the essay. Review evaluation.
- Assign topics if not already done
- Review print and online resources available for research
- Start research.

### **Day Five - Library Research**

- Students find materials for their topic.
- Students take notes.
- Students can make copies of articles from books or reference materials to finish note taking at home.

### **Conclusion of Project in Classroom or At Home**

Let students go to work! If you elect to spend one or two days more in the library, you may do so if the space is available, or, students may still use the library during non-class hours. You may send students to the library for more research, but be sure to use the library passes provided in your library packet. If you need to send more than three students at a time please call (ext. 343) ahead. If no other classes are scheduled for the library, you can sign up for more days. You can extend the completion of the project in whatever time frame you choose.

## Action Plan

7th Grade Program

DATE OF PROJECT \_\_\_\_\_

TEACHER \_\_\_\_\_

LMT \_\_\_\_\_

Day	Teacher	Library/Media Teacher
Planning Meeting	<ul style="list-style-type: none"> <li>- Schedule classes for library</li> <li>- Discuss essay topics</li> <li>- Review materials to be used</li> <li>- Determine time frame and assign tasks</li> </ul>	
Preparation	<ul style="list-style-type: none"> <li>- Week before plan, prepare and teach Persuasive Essay unit.</li> <li>- Organize class into groups (optional)</li> <li>- Make <b>library seating chart</b></li> <li>- Assign essay topics (optional)</li> <li>- Review library procedures and rules with your classes.</li> </ul>	<ul style="list-style-type: none"> <li>- Research and determine availability of materials</li> <li>- Prepare all forms, posters, overheads and student handouts</li> </ul>
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		LIBRARY RESEARCH
Project Completion	- Project is completed in class and at home as determined by the instructor	

Walter Reed Middle School

## Library/Research Program

# Seventh Grade Handouts and Worksheets

## Reference Section Guide Sheet

**Introduction**

The reference section of the library has more information, on more topics than any other section of the library. Yet, it is the most under used section of the library. There may be many reasons, but it is most likely because students aren't comfortable with the materials, don't understand how they are organized, or don't want to take the time to find what they need. That is unfortunate. Because when you need information, the reference section is the best place to start.

This guide sheet will help you understand how the section is organized, the kinds of materials located there, and how to use them.

**Organization**

The materials in the reference section have a call number that always starts with "Ref". Some of the older materials will just have "R". There is a sample spine label to the right. The books are organized by Dewey number. This makes it easy to quickly get to the kind of book you need. The chart below gives you a brief description of what kind of reference books are in each number range.

Ref  
399  
Cli

Sample Spine Label

000	Generalities	encyclopedias, almanacs, unusual phenomena
100	Philosophy & psychology	books that try to explain our ideas and thoughts
200	Religion	books about our beliefs
300	Social Sciences	books about cultures, education, problems
400	Language	books about different languages, dictionaries
500	Natural science and mathematics	chemistry, physics, astronomy, biology, geology
600	Technology (Applied sciences)	medicine, engineering, agriculture, manufacturing
700	The Arts	painting, drawing, architecture, music, recreation
800	Literature	drama, poetry, speeches, humor
900	History and Geography	920 and 921 are biographies

**Types of Reference Materials**

Reference materials are often classified by the type of information they contain and how they are organized. This guide sheet describes the classification and then lists some of the most popular materials that are located in the Walter Reed Library.

**A. General Encyclopedias**

General encyclopedias are the best place to start your research. They provide a general overview of a topic, and are usually organized by sub-topics. You can use these sub-topics to help you organize your own research. Encyclopedias are organized alphabetically by topic. The last volume in most encyclopedias contains the index. Start here, as the index will not only tell you where your topic is located, but will also give you a *cross-reference* or *see also* to other articles that are related to the one you are looking for. Often the information you want is not listed under the word you are looking under. This is another reason to start with the index as the index might list the word you are looking for and then direct you to *see* or to look under a different heading.

- *World Book Encyclopedia*
- *Encyclopedia Americana*
- *New Book of Knowledge*
- *Compton's Encyclopedia*
- *Nueva Enciclopedia Cumbre (Spanish)*
- *Student Discovery Encyclopedia*
- *Collier's Encyclopedia*
- *Encyclopaedia Britannica*
- *Academic American Encyclopedia*

**B. Subject Encyclopedias**

Subject encyclopedias are similar to general encyclopedias in their organization and the way you find information. The difference is that a subject encyclopedia concentrates on one subject area. These encyclopedias are more detailed and will contain facts not found in a general encyclopedia. Below is a sampling of the most popular sets, as we have more than 60 different subject encyclopedias.

- *Encyclopedia of Multicultural America*
- *International Wildlife Encyclopedia*
- *Baker's Student Encyclopedia of Music*
- *Encyclopedia of Science*
- *Macmillan Health Encyclopedia*
- *Worldmark Encyclopedia of Nations*
- *Encyclopedia of Earth and Physical Science*
- *Encyclopedia of Visual Art*
- *The Middle Ages*

### C. Ready--Reference Sources: Almanacs, Yearbooks and Handbooks

These works contain information that can answer simple factual type questions such as “*What is the population of Kansas City?*”, “*What is the distance between Earth and the moon?*”, or “*What is the longest bridge in the world?*” There are several types of ready reference sources. General fact books contain simple answers to questions that are brief and to the point. They will not be as detailed as an encyclopedia. Almanacs provide information that is usually numerical or statistical about countries, people and events. Yearbooks contain information about a particular year. Handbooks give information on rules, procedures, or how to do something. They are usually about a specific subject or topic.

- *The World Almanac*
- *Robert's Rules of Order*
- *Bartlett's familiar Quotations*
- *The Guinness Book of World Records*
- *The American Book of Days*
- *Encyclopedia of American Facts and Dates*
- *Famous First Facts*
- *Peterson Field Guides*
- *Emily Posts's Etiquette*

### D. Biographical Resources

Any resource that is about peoples' lives is a biographical resource. Most entries are alphabetical. Some are done on an annual basis and require the use of an index to find which volume the biography is in.

- *Biographical Encyclopedia of Scientists*
- *Arab American Biography*
- *Biographical Dictionary of African Americans*
- *Biographical Dictionary of Hispanic Americans*
- *Biography Today*
- *Current Biography*
- *Dictionary of American Biography*
- *Twentieth Century Authors*
- *Encyclopedia of World Biography*
- *Great Lives From History*
- *Webster's American Biographies*
- *Notable American Women*

### E. Dictionaries

Dictionaries are commonly known as a resource that provides the meaning, pronunciation, and origins of words. There are actually several types of dictionaries. They include language, historical, subject, and other dictionaries that concentrate on specific types of words in specialized fields, such as medical dictionaries. The library has two unabridged dictionaries, which are the extremely large dictionaries. We have several student dictionaries which are smaller and more suited to everyday use. There are foreign language dictionaries for over 15 different languages. There are more specialized dictionaries dealing with usage, synonyms, and quotations. A dictionary that gives synonyms (different words with the same meaning) is called a *thesaurus*. All dictionaries are organized alphabetically.

- *Webster's Quotationary*
- *Oxford Desk Thesaurus*
- *Abbreviations Dictionary*
- *Dictionary of Mathematics*
- *The Oxford Dictionary of Humorous Quotations*
- *American Sign Language Dictionary*
- *Dictionary of Clichés*
- *Dictionary of Word & Phrase Origins*
- *Dictionary of Classical Mythology*
- *Webster's Dictionary of Synonyms*
- *Webster's Geographical Dictionary*
- *Dictionary of Biology*

### F. Atlases

Atlases have become much more than maps. Most atlases have a section at the beginning that gives information about the structure of the earth, its elements, population, environment, culture, economics, politics and many other topics. There are also specialized atlases that provide maps that are limited to a specific topic, such as historical, cultural, and economic atlases.

- *The New International Atlas*
- *The DK World Atlas*
- *Cosmopolitan World Atlas*
- *Rand McNally Atlas of the Oceans*
- *American Heritage Atlas of United States History*
- *Atlas of Ancient Worlds*
- *World Atlas of the Past*

# Introductory Reference Activities

NAME \_\_\_\_\_

TEACHER \_\_\_\_\_ PER. \_\_\_\_\_

## PART 1 - LOCATING INFORMATION BY FINDING KEY WORDS

**Key words** are important when doing research because they “unlock” or help you find the information you need. When using print materials, you will look up key words in an index. When using electronic sources or the school’s electronic catalog, you will enter the key word and search it. A good choice of keywords will give the best result in finding useful information. Always try to find more than one key word. This activity helps you learn how to think of good key words.

When trying to figure out key words, start with writing down questions that relate to your sub-topics. Then decide which words tell what person, place, event, or object the question is about. These words are your **key words**. Look at the questions below and underline the key word or words in each question

1. How many stars are in the Milky Way?
2. What was Dr. Seuss’s real name?
3. Which mammal can truly fly?
4. Did the first bicycles have pedals?
5. How much did the original Liberty Bell cost?
6. Why is Alaska called the Land of the Midnight Sun?
7. What is the largest, deepest ocean?
8. What famous children’s book did Sir James M. Barrie write?

## PART 2 - LOCATING INFORMATION BY USING INDEX ENTRIES

When you want to locate information it is best to look in the index first. The index is an alphabetical list of all the topics that are covered in that resource. If the resource has more than one volume, there may be an index at the end of each volume. The last volume contains a cumulative index for the entire set. Below are two entries from a cumulative index in an encyclopedia. Answer the questions below each entry.

### Vikings V:339-43

1. Is there an article about Vikings in this encyclopedia? \_\_\_\_\_ In which volume will you find the article? \_\_\_\_\_

On what pages is the article located? \_\_\_\_\_

### Parks, Rosa Lee (American civil rights activist)

**P: 171** with portrait

African Americans (the civil rights movement)

**A: 136m** with picture

King, Martin Luther, Jr. (the early civil rights movement) **K: 321**

2. Who was Rosa Parks? \_\_\_\_\_ Is there a separate article about Rosa Parks? \_\_\_\_\_

How do you know? \_\_\_\_\_

In which volumes can you read something about Rosa Parks? \_\_\_\_\_ What are the article titles that contain information about Rosa Parks? \_\_\_\_\_

Many topics are too big to be covered in a single article. When looking up these topics in the index, find a list of related topics below the main entry. These are called **subentries**, similar to the sub-topics you used in your research. Use the index as a source of sub-topics when you need to make up your own sub-topics. Look at the index entry below and answer the questions.

**Whaling W: 154-155**  
early Massachusetts industry **M:150**  
lighting by whale oil **L:231**  
overfishing **O:28**  
protecting whales **O:25; W:153**

3. There is a separate article on whaling in which volume? \_\_\_\_\_ How many subentries are there? \_\_\_\_\_

If you want to know about the early whaling industry in Massachusetts, which volume will you go to? \_\_\_\_\_

To prepare a report on saving the whales, which subentries would you refer to? \_\_\_\_\_

### **PART 3 - LOCATING INFORMATION BY USING CROSS-REFERENCES**

When you look up a topic in an index, you will sometimes find the words **see also** in the entry. The see also listings are called **cross-references**. They refer you to another entry in the index where you will find more information about your topic. Look at the following entry and answer the questions below.

**Bees (insects) B: 116-21 see also Honey**  
animal communication **C:462**  
biological classification **L:207**  
clock-compass **H:193**  
color vision **C:428**  
flower pollination **F:285; P:308**  
homing, example of **H:185**  
How do honeybees make honey? **H:200**  
strength of **I:241**  
vectors **V:284**  
*picture(s)*  
eggs in the hive **E:100**  
mouth parts **I:238**  
nests **B:121**

1. Which volume and on what pages will you find the main article about bees? \_\_\_\_\_ According to the *see also* cross-reference, which related topic can you refer to in the index? \_\_\_\_\_ How many of the subentries refer you to Volume H? \_\_\_\_\_ Where will you find a picture of the parts of the bee's mouth? \_\_\_\_\_

Some persons, countries, and other subjects are known by more than one name. In such cases, the index entries are usually listed by the best-known names. If you look up the alternate name, you will find the word **see** in the entry. This is another type of cross-reference. It leads you to the index entry where you will find information on your topic. Look at the following examples and answer the questions below.

- Bonaparte, Napoleon** *see* Napoleon I
- Bonney, William H.** (American outlaw) *see* Billy the Kid
- Mounties** *see* Royal Canadian Mounted Police
- Nyasaland** *see* Malawi
- Pyridoxine** *see* Vitamin B<sub>6</sub>
- PVC** *see* Polyvinyl chloride

2. None of these cross-references include a volume number or page number. Why? \_\_\_\_\_

\_\_\_\_\_ Where in the index will you look for information about

Napoleon Bonaparte? \_\_\_\_\_ What was Billy the Kid's full name? \_\_\_\_\_

PVC is a shortened form of what word? \_\_\_\_\_ Pyridoxine is another name for \_\_\_\_\_

Malawi is the modern name of the part of Africa formerly known as \_\_\_\_\_

The royal Canadian Mounted Police is often simply called the \_\_\_\_\_

## PART 4 - DETERMINING THE BEST REFERENCE RESOURCE

Use your reference guide sheet to help you match the information needed on the left with the best reference resource on the right. You may use a reference resource more than once. Draw a line between matches. Next to the reference resource write the title of a resource that we have in the Reed Library that you could use. If a resource is used more than once write a resource for each match.

- |   |                              |
|---|------------------------------|
| A. Information about pollution                          | Biographical Resources _____ |
| B. Information about the meaning of a word              | Dictionary _____             |
| C. A map of Columbia                                    | General Encyclopedia _____   |
| D. A word that means the same as the word <i>locate</i> | Handbook _____               |
| E. The population of St. Louis, Missouri                | Atlas _____                  |
| F. The longest river in the world                       | Subject Encyclopedia _____   |
| G. Information John F. Kennedy                          | Thesaurus _____              |
| H. A list of Nobel Prize winners                        | Almanac _____                |
| I. The proper way to set the table for dining           | Yearbook _____               |

# Reference Question Answer Project

NAME \_\_\_\_\_

TEACHER \_\_\_\_\_ PER. \_\_\_\_\_

## INSTRUCTIONS

This activity allows you to explore the different resources available to you in the reference section of the library. On this sheet are four different questions. Your job is to find answers to these questions using the available resources in the library. It doesn't matter if you already know the answer, as the purpose of this activity is to find a variety of resources, evaluate which is the easiest to use and evaluate the quality of the answers. Each question is to be answered three times, each answer from a different resource. There is a bonus answer if you feel you can find a fourth resource for the question. You can use any resources you want with the following limitations

- You may use a general encyclopedia for only one answer. For example, if you find your answer in *World Book*, you may not use any other

general encyclopedia such as *Americana*, *Compton's*, *Grolier's* or the *Book of Knowledge*. This includes electronic encyclopedias.

- You may only use one dictionary.

Be sure to fill in all available information for each question. Article title and author will not be filled in for some resources

## Question One: What was Mark Twain's real name?

Answer One

Title of Source \_\_\_\_\_ Page No. \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answer Two

Title of Source \_\_\_\_\_ Page No. \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answer Three

Title of Source \_\_\_\_\_ Page No. \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which resource did you like the best? \_\_\_\_\_

How was this resource different from the others and what made it better? \_\_\_\_\_

## Question Two: What is pi?

Answer One

Title of Source \_\_\_\_\_ Page No. \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answer Two

Title of Source \_\_\_\_\_ Page No. \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answer Three

Title of Source \_\_\_\_\_ Page No. \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which resource did you like the best? \_\_\_\_\_

How was this resource different from the others and what made it better? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Bonus Answer

Title of Source \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

### Question Three: What is longitude?

Answer One

Title of Source \_\_\_\_\_ Page No. \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answer Two

Title of Source \_\_\_\_\_ Page No. \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answer Three

Title of Source \_\_\_\_\_ Page No. \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which resource did you like the best? \_\_\_\_\_

How was this resource different from the others and what made it better? \_\_\_\_\_

\_\_\_\_\_

Bonus Answer

Title of Source \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

**Question Four: In what part of your body would you find a femur?**

Answer One

Title of Source \_\_\_\_\_ Page No. \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answer Two

Title of Source \_\_\_\_\_ Page No. \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answer Three

Title of Source \_\_\_\_\_ Page No. \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which resource did you like the best? \_\_\_\_\_

How was this resource different from the others and what made it better? \_\_\_\_\_

\_\_\_\_\_

Bonus Answer

Title of Source \_\_\_\_\_ Year of Publication \_\_\_\_\_

Article Title \_\_\_\_\_ Author of book or article (if available) \_\_\_\_\_

Answer \_\_\_\_\_

\_\_\_\_\_

## Persuasive Essay Topic List

There are currently approximately 230 single resources available on the following topics, with additional reference and online sources. Please see the *Persuasive Essay Book Resource List*.

1. Abortion
2. Affirmative Action
3. Alcohol
  1. Teen Alcoholism
4. Animal Rights
  1. Animal Testing
  2. Animal Experimentation
  3. Animals in Research
5. Biological Weapons
  1. Chemical Weapons
6. Biomedical Ethics
  1. Genetic Engineering
  2. Cloning
  3. Human Cloning
  4. Stem Cell Research
  5. Medical Ethics
7. Body Image
  1. Obesity
  2. Eating Disorders, Obesity, Tatoo, Body Piercing
8. Censorship
9. Civil Liberties
10. Death Penalty
  1. Death Penalty for Teens
11. Divorce
12. Drugs
  1. Drug Use
  2. Drug Legalization
  3. Drug Testing
  4. Drugs in Sports
13. Endangered Animals
14. Energy Alternatives
15. Environment
  1. Pollution
  2. Management
  3. Hazardous/Toxic Waste
  4. Nuclear Waste
  5. Ozone
16. Euthanasia
17. Gambling
18. Gangs
19. Gun Control
20. Hate Groups
21. Homelessness
22. Immigration
23. Mass Media
  1. Advertising
  2. Violence in Media
24. Nuclear Power
25. Population Control
26. School Dress
27. School Prayer
28. Sexism
29. Sexual Harassment
30. Smoking
31. Sports Issues
  1. Drug Use
  2. Violence
32. Teen Rights
33. Terrorism
34. Violence
35. Women's Rights

# Persuasive Essay Paper Organization

## I. Define the Topic

Define the topic in an unbiased way using facts. Describe the situation, who it affects and how it affects them. Lead into a sentence that states your position which will lead into your argument. Open the paragraph in an engaging way that will grab your audience.

- Resources: general encyclopedias, single subject encyclopedias, dictionaries, and single topic books

## II. State Your Position/Argument

Restate your position. Provide your reasoning, explaining why you feel the way you do. Provide a reasonable, logical argument.

- Resources: Single topic books, databases, web sites

## III. Supporting Evidence for Your Position

Use specific facts, details, and examples to support your opinion/position.

- Resources: Single topic books, single subject encyclopedias, databases, web sites, almanacs (for statistics)

## IV. State the Opposing Position/Argument

State the opposing position by providing opposing ideas and reasoning. Be aware of how the opposing viewpoint might counter the argument that you have already made

- Resources: Single topic books, databases, web sites.

## V. Evidence for the Opposing Position

Use specific facts, details, and examples that the opposing position might use to support their argument.

- Resources: Single topic books, single subject encyclopedias, databases, web sites, almanacs (for statistics)

## VI. Counter Argument to the Opposing Position

Here you will provide your best evidence and supporting facts. Your writing must be convincing.

- Resources: Single topic books, single subject encyclopedias, databases, web sites, almanacs (for statistics)

## VII. Conclusion

Walter Reed Middle School

# Library/Research Program

# Eighth Grade Curriculum

# Library/Research Program

## Introduction

This research curriculum was instituted in the 1999/2000 school year. At that time, it was determined that research was a difficult and confusing process for students. Some students never received any instruction in research. Other students may have received some instruction, but were confused because each teacher had different requirements and/or methods. Library staff and classroom teachers collaborated in the creation of the curriculum. We felt that if there were some standardization in the process there would be benefits for both the student and the teacher.

The three year course of study attempts to reinforce what was learned the previous year, and expand the research to broader sources. Below is a chart which outlines the course of study in each grade and the culminating project the students are assigned. The curriculum uses biography as a common thread in the application of research skills.

GRADE	RESEARCH FOCUS	CULMINATING PROJECT
<b>Six</b>	Library organization, searching the OPAC, citation of book sources, organization of research, introduction to subtopics and key words, notetaking, organizing notes, the writing process for informational text	Research a historical figure highlighting their historical significance in relationship to the individual and society as a whole. The final product must include title page, be organized by sub-topic, images that support the information and a Works Cited
<b>Seven</b>	Review of skills taught in sixth grade, introduction to print reference sources, citation of print reference sources, key word development, using an index, cross-references, locating information in a variety of print reference materials, introduction to online databases, citation of database sources	Research a topical issue and write a persuasive essay. The design of this project is determined by the classroom teacher. The writing process is taught before scheduling library time. The project could be as simple as a position paper, or could be a full persuasive essay, culminating in a class debate
<b>Eight</b>	Review previously taught skills, Boolean search techniques, using advance search skills to develop a variety of searches from keywords, web site evaluation, citation of web sources, finding web sources for information and images	Create a scrapbook for a 20th century cultural icon. The scrapbook must use a variety of writing genres such as poetry, letters, journal entries, dialogue, newspaper articles, and speeches. The scrapbook must be created as if the subject created it, and integrate images and important historical events that occurred during their lifetime.

## Grade 8 California Language Arts Standards

- Writing 1.1 - Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- Writing 1.2 - Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- Writing 1.3 - Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.
- Writing 1.4 - Plan and conduct multiple-step information searches by using computer networks and modems.
- Writing 1.6 - Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.
- Writing 2.1 - Write biographies, autobiographies, short stories, or narratives: a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, or the writer's attitude about, the subject. c. Employ narrative and descriptive strategies.
- Writing 2.3 - Write research reports: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspective on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and display information on charts, maps, and graphs.

# Library/Research Program

## Eighth Grade Program Outline

- I. Preparation and Planning
  - A. Meet with LMT to set dates, library time, and planning meeting with LMT.
  - B. Planning Meeting
    - 1. Determine teacher/LMT tasks on action plan form
    - 2. Review the project and make adjustments as required by the instructor. Determine of the project will be electronic, handmade, or both.
    - 3. Determine topic list
    - 4. Determine project time line
  - C. LMT Prepares materials
  - D. Instructor reviews skills related to reading informational text, extracting essential facts from informational text, and taking notes from informational text.
- II. The Project and Instruction
  - A. Project Introduction and book sources
    - 1. Project overview
    - 2. Distribution of topics
    - 3. Selection of book source, completion of book source slip and 10 note cards
  - B. Reference Sources
    - 1. Review variety of print reference sources and how to access them
    - 2. Select and copy a reference article
    - 3. Complete reference source slip and 10 note cards
  - C. Database Sources
    - 1. Introduce database sources and how to differentiate them from other web sources
    - 2. Search, select and print a database article
    - 3. Complete a database source slip and 10 note cards
  - D. Scrapbook project
    - 1. Give specific requirements and due dates for project
    - 2. Review writing genres
  - E. Conducting advanced searches
    - 1. Advanced search introduction
    - 2. Advanced search techniques overview
    - 3. Develop research questions
    - 4. Develop key words
    - 5. Develop advanced search terms
  - F. Internet Sources
    - 1. Evaluating web sources
    - 2. Use advanced search terms to locate, evaluate, select and use web sources
    - 3. Complete web source slips and 10 note cards
  - G. Images from print and web sources
    - 1. Searching, selecting and using web and printimages
    - 2. Citation of image sources
- III. Completion of Scrapbook Project

# Library/Research Program

## The Eighth Grade Project Day-by-Day

This curriculum requires a minimum of ten days of instruction in the library. While this is quite a bit of time, the standards and skills covered more than compensate for the time. The time can be broken up to accommodate assessments and other lessons that may be done concurrent with the project. Be prepared to discuss these issues during the planning meeting

### **Initial Planning Meeting**

At this meeting the teacher and Library Media Teacher (LMT) will discuss the curriculum and the scrapbook project. The project can be customized to meet the needs of the teacher. The format of the project and any special considerations would be determined at this time or at a later meeting. The teacher and LMT will develop a calendar and review the materials and process to be used. An action plan will be developed to determine who will be responsible for teaching the different portions of the project. The classroom teacher may decide to be a shadow teacher and allow the LMT to do the teaching. Review of the informational text lesson will be covered at this meeting. The library will provide all the materials necessary for the teaching of this lesson. A list of names to be used for topics will also be provided at this time.

### **Teacher Preparation**

- Be familiar with the process so you can help teach it and/or assist students.
- Read this entire section so you know exactly what is happening each day.
- Make a library seating chart. Run off as many of the enclosed seating charts as needed.
- Prepare criteria sheets, calendars, evaluation sheets. You can create your own or modify the ones provided in this packet to suit your needs. You can submit the completed forms to the library for copying.
- Do classroom activities that review the skills related to reading informational text, extracting essential facts from informational text, and taking notes from informational text. **It is essential that this lesson be done in the classroom two to three days before coming to the library.**
- Optional - Introduce the project and assign the name of the person to be researched (this will save library time).

### **Day Before Instruction Begins**

Introduce the unit to the students. Briefly review their learning goals, their responsibilities, and how they will be evaluated. Tell them to meet you at the library. Review library rules; emphasizing no food, gum, or drink allowed. The LMT will review the rules on the first day. Tell them which table number they will sit at in the library. They are responsible for going directly to their assigned seat and waiting quietly.

### **Day One - Project Introduction and Book Sources**

- Introduction to project. The criteria sheets, calendars, evaluation sheets, and letter to parents are distributed. Show examples of completed projects. Suggest that students get pocket folders to keep all materials related to the project organized. Discuss sub-topics for notecard organization.
- Pick the topic. Students pull the name of the person for whom they will create a scrapbook from a basket
- Students are shown where the individual biographies are. Book source slips are distributed and reviewed
- Students select a biography, complete a source slip and check it out
- Students are to complete at least 10 notecards or tomorrow and reminded to bring change for the copy machine

# Library/Research Program

## The Eighth Grade Project Day-by-Day

### Day Two - Using Print Reference Sources

- Teacher evaluates notecards from book source
- Different biographical references sources are reviewed. Students find a reference article on their topic, copy it and start note taking.
- Students review Reference source slips, and complete one for their article. At least 10 reference note cards due tomorrow.

### Day Three - Using Database Sources

- Teacher evaluates note cards from reference source
- Introduction to databases, how to access them, and how they are different from other web sources.
- Students search, select and print a database article
- Review and completion of database source slips
- At least 10 database note cards due tomorrow

### Day Four - Introduction to Advanced Searching

- Teacher evaluates note cards from database source
- Distribute **Introduction to Advanced Searching** and give instructions for completion
- Students work on the activity for remainder of period

### Day Five - Advanced Search Techniques & Developing Search Terms

- Powerpoint presentation; *Advanced Search Techniques*
- Distribute **Advanced Search Term Development**

### Day Six - Web Evaluation

- Powerpoint presentation; *Web Site Evaluation*
- Distribute **Web Site Evaluation Activity**, two per student. The first sheet is for notes and whole class demonstration. The second is for their research
- Review and complete a web site source slip
- Start activity, to be completed at home or tomorrow

### Day Seven - Web Research

- Distribute **Searching Web Sites for Information and Research** activity sheet. Students search, evaluate, select and use web sites based on the skills learned in previous activities

### Day Eight - Adding Images to Scrapbook Pages

- Demonstration of searching for images on the web and inserting them into a document

### Days Nine and Ten - Flex Days

- These days are left unplanned to accommodate missed days, schedule changes or can be used for instruction in writing genres. It is suggested that one of these days be used to review the criteria for the scrapbook project and due dates. These days can be inserted anywhere in the schedule.

### Conclusion of Project

The remainder of student research, writing and construction of the scrapbook is to be done on their own time in the Reed library, at home, at the public library, or in the classroom. The teacher should determine what class time, if any, will be used to work on the project. The teacher needs to determine how the finished project will be presented. If the teacher desires to use the library for presentation of final projects, the library should be reserved at this time. In the classroom or library, the students may put their projects on the tables to allow others to circulate and look at the other projects. Students may present them orally in front of the class.

## Action Plan

8th Grade Program

DATE OF PROJECT \_\_\_\_\_

TEACHER \_\_\_\_\_

LMT \_\_\_\_\_

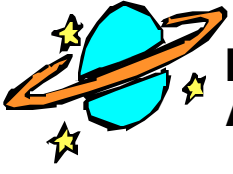
Day	Teacher	Library/Media Teacher
Planning Meeting	<ul style="list-style-type: none"> <li>• Review project and make changes</li> <li>• Complete a “Research Steps” sheet and determine due dates</li> <li>• Review teacher and LMT preparation</li> <li>• Review each day and assign tasks on the Action Plan</li> <li>• Cover any other topics as needed</li> </ul>	
Preparation	<ul style="list-style-type: none"> <li>• Review the eighth grade program</li> <li>• Make <b>library seating chart</b> and tell students where they will sit</li> <li>• Briefly discuss with your class what they will be doing in the library</li> <li>• Review library procedures and rules with your classes</li> <li>• Teach lesson to review reading informational text and note taking</li> <li>• Create criteria sheets, evaluation sheets, and calendars</li> </ul>	<ul style="list-style-type: none"> <li>• Run off all forms</li> <li>• Prepare library for lessons</li> </ul>
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Project Completion

Walter Reed Middle School

Library/Research Program

Eighth Grade  
Handouts and  
Worksheets



# INTRODUCTION TO ADVANCED SEARCHING

NAME \_\_\_\_\_

TEACHER \_\_\_\_\_

PER. \_\_\_\_\_ DATE \_\_\_\_\_

For the purposes of this assignment, you are working on a major project for your science class. As a part of the astronomy unit, you are assigned a two-page research paper on the **rings that surround the planet Saturn**. In this activity you will be asked to do several searches on the **Google search engine** and evaluate the results. While many of you prefer search engines other than Google, for the sake of continuity everyone will use Google.

1. If the computer's **browser** is not on, double click on Internet Explorer on the desktop.
2. Go to Google by going to the "Favorites" menu, then "Search Engines", then "Google" OR type "**www.google.com**" in the **address bar**.

3. Search "saturn"

- a. How many **hits** did you get? \_\_\_\_\_
- b. Review the list of web sites and their **annotation**. What kinds of web sites are on the list? Describe some of them briefly.

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- c. Do you think that this was a productive search for finding the information you need quickly and easily? Why or why not?

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4. If you were to review every site that was in the list, and spent 10 seconds on each site, how long do you think it would take you?

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First estimate.. then open the calculator in the apple menu and do the following math:  
 # of hits x 10 ÷ 60 ÷ 60 ÷ 24 ÷ 365 = number of years working 24 hours a day, 7 days a week.

5. Search "planet"

- a. How many hits did you get? \_\_\_\_\_
- b. Review the list of web sites and their annotation. What kinds of web sites are on the list? Describe some of them briefly.

---



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- c. Do you think that this was a productive search for finding the information you need quickly and easily? Why or why not?

---



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6. Now do the following searches. For each one give the number of hits, review the list of web sites and describe the kinds of sites you are getting for that search

SEARCH	NUMBER OF HITS	DESCRIPTION OF RESULTS
saturn –car		
saturn planet		
saturn planet solar system		
saturn planet rings		

7. Evaluate the above searches and explain which was the most productive in finding the kind of sites that you need to get information on the rings of saturn. Explain why in full sentences.

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# ADVANCED SEARCH TERM DEVELOPMENT

NAME \_\_\_\_\_

PERIOD \_\_\_\_ DATE \_\_\_\_\_

You will use the skills taught in the Introduction to Advanced Searching activity and the presentation Advanced Search Techniques. Notes from the presentation are on the reverse side of this sheet for your reference. Part three of this activity will be used when you search the web for information on your topic.

**1. DEVELOP RESEARCH QUESTIONS** - Using information you have learned from the research of your topic, create some questions that will give you general and specific information about your topic.

### Examples

Who was Abraham Lincoln?

Is there a biography on Abraham Lincoln?

What is the relationship between Abraham Lincoln and slavery?

How did Abraham Lincoln influence the Civil War?

What are some of the highlights of Abraham Lincoln's presidency?

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**2. DEVELOP KEYWORDS** - Using the questions you created, write down all the important keywords and key phrases. In the example above, all the keywords are underlined.

_____	_____
_____	_____
_____	_____
_____	_____

**3. DEVELOP ADVANCED SEARCH TERMS** - Combine the words and phrases in different ways using the "Reference Guide to Advanced Search Techniques" to help you. Remember each search engine works differently. In Google, only a space between words or phrases is necessary. Don't forget to put quotes around phrases, and if doing a person, place or thing, its name must be included in each search term.

_____	_____
_____	_____
_____	_____
_____	_____

# Quick Reference Guide to Advanced Searching Techniques

## To Develop Key Words

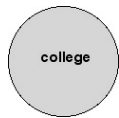
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- What information are you looking for?
- Encyclopedias can be helpful for background information on the topic
- Formulate a general question that will provide the overall focus of your research
- Generate more focused questions. Who? What? Where? When? Why?
- Develop keywords or phrases from your questions

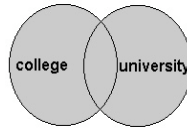
## To Broaden a Search

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- To broaden a search use the word “**OR**”
- The search will look for sites that contain **all** of the keywords entered



A search of “college” will give all web sites with the word college in it



A search of “college OR university” will give all web sites containing the word college, the word university and both college and university  
Note: OR must be capitalized

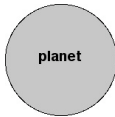
## To Narrow a Search

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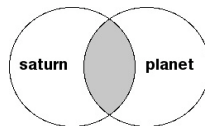
- Some search engines use “**AND**” others, the symbol “**+**”. If one doesn’t work, try the other.
- The search will look for sites that contain all the keywords entered
- Some engines use “AND” as the default (Google). This means you do not have to enter the word AND between key words, the search engine does it automatically



A search of “saturn” will give all web sites with the word saturn in it

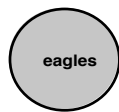


A search of “planet” will give all web sites with the word planet in it

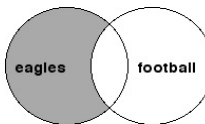


A search of “saturn AND planet” or “ saturn +planet” will give all web sites with BOTH saturn and planet in it  
NOTE: When using the minus sign, be sure there is a space in front of it and no space between the minus sign and the word following it.

- Some search engines use “**AND NOT**” others, the symbol “**-**”. If one doesn’t work try the other.
- The search will look for all sites except for those that contain the keywords you wish to eliminate



A search of “eagles” will give all web sites with the word eagles in it



A search of “eagles AND NOT football” or “eagles -football” will give all web sites containing the word eagles, but NOT the web sites containing football and eagles.

## Searching with Phrases

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- Use quotes around a group of words
- The search will look for that group of words in that exact order.

EXAMPLE: Spanish American War will give web sites that contain any of the words, in any order.  
“Spanish American War” will give only those web sites that contain all three words in the exact order they appear.

# Web Site Evaluation Activity

Name \_\_\_\_\_

Teacher \_\_\_\_\_ Per. \_\_\_\_\_

Date \_\_\_\_\_

In the browser, go to the "Favorites" menu, then the "Web Site Evaluation" folder. You must choose one of these sites for this activity

1. What is the title of the web page? \_\_\_\_\_

2. What is the address of the web page? \_\_\_\_\_

3. What is the domain of the web page? \_\_\_\_\_ What does the domain mean? \_\_\_\_\_

4. Scroll up and down the page and look for an author, or someone who takes responsibility for the content of the information. An author can also be a company or organization. Write down what you found and explain why you think the author is qualified or not qualified to provide the information. If no author, write "No author", but explain what this could mean.

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

5. Is there a date or update on the page, and if so, what is it? \_\_\_\_\_

6. What is this web site for and what does it provide? Explain thoroughly. If you notice any errors, note them.

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

7. Look at the design of the web site and the features it offers. Click on some of the links. Note where they take you, or if they don't work. Use the "Back" button to return to the original page. Describe your opinion of the design of the web site, how easy it is to use, and its technical quality (whether things work or not).

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

7. Rate the web site, circle one: **outstanding** **very good** **useful** **poor**

Do you think this would be a good web site to do research for a report at school? Explain why.

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

# Web Site Evaluation Activity

## Web Site Two

In the browser, go to the "Favorites" menu, then the "Web Site Evaluation" folder. You must choose one of these sites for this activity

1. What is the title of the web page? \_\_\_\_\_

2. What is the address of the web page? \_\_\_\_\_

3. What is the domain of the web page? \_\_\_\_\_ What does the domain mean? \_\_\_\_\_

4. Scroll up and down the page and look for an author, or someone who takes responsibility for the content of the information. An author can also be a company or organization. Write down what you found and explain why you think the author is qualified or not qualified to provide the information. If no author, write "No author", but explain what this could mean.

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5. Is there a date or update on the page, and if so, what is it? \_\_\_\_\_

6. What is this web site for and what does it provide? Explain thoroughly. If you notice any errors, note them.

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7. Look at the design of the web site and the features it offers. Click on some of the links. Note where they take you, or if they don't work. Use the "Back" button to return to the original page. Describe your opinion of the design of the web site, how easy it is to use, and its technical quality (whether things work or not).

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7. Rate the web site, circle one: **outstanding** **very good** **useful** **poor**  
Do you think this would be a good web site to do research for a report at school? Explain why.

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# Web Site Evaluation Activity

Name \_\_\_\_\_

Teacher \_\_\_\_\_ Per. \_\_\_\_\_

Date \_\_\_\_\_

When doing research on the Internet it is critical that you consider the credibility and quality of your source before you use it. You are to evaluate three web sites. You must evaluate only those Web sites that are in the Favorites menu in the "Web Site Evaluation Activity" folder. Do not write on this sheet as you should save it to refer to when doing research in the future. Use your own paper, making sure your name is on it, and you number your answers to correspond with the numbers on this worksheet. Use a separate sheet for each web site.

Before you start evaluating the site, scroll up and down the page to see all of the features available. Read some of the content, and try some of the links. Remember you can always use the "Back" button or the "Go" menu to get back to where you started. Many questions require only a simple yes or no answer. Some may require an explanation, but keep it simple.

## Part I Basic Information

1. Title of the web page
2. Address (URL) of the web page
3. Where did you access this web site from (home, school, etc.)?
4. Was the connection through a dial-in modem, or a high speed, direct connection?

## Part II Authority

1. Who is the author of the page [this can be a person(s) or a corporation]?
2. What organization the author is connected to?
3. What is the job or position of the author? Do you know anything else about the author that would show that he/she would be a reliable authority on the topic?
4. Does the author cite sources of information? Is there a Works Cited?
5. Can the author be contacted for further information?
6. From the information gathered in 1 - 5 do you believe the information on this page to be true?

## Part III Source

1. What is the domain of this page? Remember the domain is listed before there are any slashes in the address. Example: www.syntec.org/home/index.html
2. What kind of organization is this?
3. Do you feel that the source of the information would show any bias? Why?
4. Does knowing the organization that presented this Web page make you feel confident that this Web page is factual, or does it make you suspicious?

## Part IV Currency

1. When was the page created?
2. When was the page last updated?
3. Is the information current?
4. Is currency appropriate or necessary for the information being presented?

M. BOBROSKY 7/01

## Part V: Content

1. Does the title clearly indicate the content of the page or is it misleading?
2. Does the content seem biased? Does the author use absolute words such as “always” or “never”? Does the author use superlatives such as “best” or “worst”?
3. Does the information try to get you to buy something or get you to believe a particular view or opinion? How and why?
4. Is there any poor grammar or misspelled words?
5. Do you think that an encyclopedia or other reference source would have provided more information?
6. Are there links or other sources cited to lead you to more information?
7. Do you see any information that you believe to be incorrect or contradicted by other information you have read?
8. Do you think that this Web page was reviewed by an authority before being published on the web?
9. Are the graphics and pictures useful? Do they support the information being presented?
10. From the information gathered, how would you rate the content of this page?

Outstanding   Very Good   Useful   Poor

## Part VI: Technical and Visual Quality

1. Did the page take a long time to load?
2. Rate the visual design of the page:  
  
Incredibly well designed - Looks good - Design is busy or confusing - Poorly designed
3. What is the quality of the graphics and/or pictures?
4. Was your browser able to format the page, or did the page prompt you to download plug ins so that parts of the page would function.
5. Is the page easy to navigate? Things to look for are links to the home page, links to take you back to the top of the page, a menu bar to take you to other parts of the site at the top and bottom of the page.
6. Do the links work?
7. Does the site provide a search engine to search the site for information?

## Part VII Summary

Using all the information gathered in sections I - V, write a short paragraph giving and explaining your recommendation on the credibility, quality and usefulness of this web site.

# Searching Web Sites for Information and Research

Name \_\_\_\_\_

Period \_\_\_\_ Date \_\_\_\_\_

To do this activity you will need the following:

- “Search Term Development” activity sheet
- “Web Site Evaluation” activity sheet
- Something to write with

The goal of this activity is to search for and find QUALITY research web sites for you topic, using the search skills and evaluation techniques you learned earlier.

You should now be able to:

- Create research questions, keywords, and advanced search terms
- Enter advanced search terms into an Internet search engine to find web sites that are closely related to the information you are looking for
- Evaluate and choose web sites based on the criteria we practiced when evaluating web sites.

In the spaces below write the search terms you will use. You may copy the search terms you created in part 3 of the “Search Term Development” activity sheet.

TOPIC \_\_\_\_\_

_____	_____
_____	_____
_____	_____

Enter your search terms in a search engine. Review the list. Usually the first page contains the most closely related sites. Evaluate the site, using “Web Site Evaluation” sheet as a guide for what to look for. Fill in the information for all the sites you choose. Space for additional web sites is on the back. Be sure to fill in a “Web Site Source” slip for all sites from which you take information or images.

**Web Site Title** \_\_\_\_\_

**Web Site Address** \_\_\_\_\_

**Author or Organization** \_\_\_\_\_ **Date Created** \_\_\_\_\_

**Why I Chose This Site** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Web Site Title** \_\_\_\_\_

**Web Site Address** \_\_\_\_\_

**Author or Organization** \_\_\_\_\_ **Date Created** \_\_\_\_\_

**Why I Chose This Site** \_\_\_\_\_

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**Web Site Title** \_\_\_\_\_

**Web Site Address** \_\_\_\_\_

**Author or Organization** \_\_\_\_\_ **Date Created** \_\_\_\_\_

**Why I Chose This Site** \_\_\_\_\_

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**Web Site Title** \_\_\_\_\_

**Web Site Address** \_\_\_\_\_

**Author or Organization** \_\_\_\_\_ **Date Created** \_\_\_\_\_

**Why I Chose This Site** \_\_\_\_\_

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# Multigenre Biographical Scrapbook Project

NAME \_\_\_\_\_

PER. \_\_\_\_\_ DATE \_\_\_\_\_

## *Introduction*

This is an exciting project where you will become a prominent American from the twentieth century and record important events of your life and American history in a scrapbook. To create the scrapbook you will use previously learned research skills and skills that will be taught this week that focus on electronic sources. Your writing will be from the first person where appropriate using a variety of writing genres.

**Do the tasks in the following sequence:**

1. **Research/ Note cards**
2. **Write**
3. **Collect images that support the writing**
4. **Construct scrapbook**
5. **prepare the portfolio**

## *Scrapbook Requirements (250 points)*

1. **Cover Page** - Include your person's name and a collage of images and/or artwork. Put your real name and date in the lower right hand corner.
2. **Dedication** - This page will briefly describe who you are and what your important contributions were. It can be in the form of a letter to your loved ones, to an important person in your life, or to the American public. Include images and/or artwork that reflects the personality or accomplishments of the person
3. **Body** - Four pages. Each page will be written in a different writing genre, chosen from the list below. If you use more than four pages, you may use a genre more than once. The look of the pages should reflect the writing genre used. Be creative. Integrate images where appropriate
  - Journal or diary entry
  - Letter
  - Interview for a magazine, T.V. show or newspaper
  - Poem (I Am, Acrostic, Bio)
  - Critical review
  - Collage
  - Obituary
  - Dialogue (a conversation between two people)
  - Newspaper or magazine article about the person, probably from a newsworthy event in their life
  - Speech. This could be a fictitious one given by the person, or a speech given by another to honor your person
  - An account of the effects of an important historical event
4. **Reflection** - A final page written in your own words that shares what you personally learned from researching your person's life. Describe your personal feelings about the person, their accomplishments, and their influences on society. Think about what this world would be like had this person never lived.
5. **Works Cited** - Prepare a Works Cited using the proper format, listing all your sources of information and images
6. **Scrapbook Construction** - Each page should be unique and reflect the writing genre used. A personal letter would be handwritten and on stationery. A newspaper article could be done on a word processor and made to look like a newspaper. Use a word processor where appropriate. Images can be copied from print materials, or printed from the computer. Electronic images can be imported and integrated into your work, or cut out and pasted up.

## *Research Portfolio (250 points)*

You should have a pocket folder to keep all the materials given to you and those you create. The portfolio is the evidence of all your research and work. The components are graded as they are due.

The portfolio should include:

1. **Note cards** (50 points) You must complete a minimum of 50 note cards.
2. **Source Slips** (25 points) You must include a source slip for each source of information and images. A minimum of six source slips is required
3. **Rough Drafts** (75 points) Include the rough draft for each page written. Minimum of 5.
4. **Library Assignments** (100 points) Include all activity sheets and assignments that you receive while working in the library.

# Multigenre Biographical Scrapbook Project Scrapbook Evaluation Sheet

MUST BE INSERTED IN FRONT PAGE OF SCRAPBOOK

Name \_\_\_\_\_

Date Due \_\_\_\_\_ Per. \_\_\_\_\_

Topic \_\_\_\_\_

PROJECT PART	POINTS	CRITERIA	COMMENTS	SCORE
<b>Cover Page</b>	<b>25</b>	Includes name and picture of person, your name and date in lower right corner. Attractive and creative. Should reflect the personality and/or accomplishments of the person.		
<b>Dedication</b>	<b>25</b>	Written as a dedication in the person's voice. Includes information that summarizes the person's life and their accomplishments. Use of images and artwork add to the meaning. Correct usage of grammar and spelling.		
<b>Body</b>	<b>100 25 each</b>	Each page is well written, and includes facts which add to the understanding of the person's life and accomplishments. The style of presentation and images support the genre used. At least 3 genres are used. Extra points for extra pages. EXTRA PAGES →		
<b>Reflection</b>	<b>25</b>	A well written summary of what you learned, your feelings about the person, and the impact they had on you. Be expressive. Images are not important here, and if used should support what you say.		
<b>Works Cited</b>	<b>25</b>	All works cited must follow the rules for format using the proper layout and punctuation for each entry. All sources (at least 6) are listed. If you need instructions or help, see Mr. Bobrosky.		
<b>Integration of Images</b>	<b>50</b>	Images chosen are appropriate and support the writing. Images show a variety of aspects of the person's life and the history of the times in which they lived		

# Multigenre Biographical Scrapbook Project

## Portfolio Evaluation Sheet

NAME \_\_\_\_\_

MUST BE KEPT IN FOLDER AND BROUGHT TO CLASS EVERYDAY. NO POINTS AWARDED WITHOUT THIS SHEET

ACTIVITY	WHERE	DUE DATE	CRITERIA	COMMENTS	POINTS
<b>Book note cards /source slip</b>	School and Home		10 note cards One fact per card, source code, sub topic Source slip filled in completely		10/5 points
<b>Reference article, note cards/source slip</b>	School and Home		Reference article copied. 10 note cards, one fact per card, source code, sub topic Source slip filled in completely		10/5 points
<b>Database article, note cards/ source slip</b>	School and Home		Database article printed. 10 note cards, one fact per card, source code, sub topic Source slip filled in completely		10/5 points
<b>Introduction to Advanced Searching activity sheet</b>	School		All sections completed. Explanations written in full sentences giving a variety of supporting detail		20 points
<b>Note cards from one or more sources</b>	Home		20 note cards, one fact per card, source code, sub topic Source slip filled in completely		20 points
<b>Scrapbook Page: rough draft</b>	Home		Draft meets criteria for this page as noted in the project criteria sheet.		20 points
<b>Search Term Development activity sheet</b>	School		Questions reflect some understanding of your topic. Keywords are correctly selected from the questions. A variety of different search terms are created from keywords using different search operators. Main topic included in each		20 points
<b>Web Site Evaluation activity sheet</b>	School		All sections completed. Answers and conclusions show an understanding of what to look for in a quality web site.		20 points
<b>Scrapbook Page: rough draft</b>	Home		Draft meets criteria for this page as noted in the project criteria sheet.		20 points
<b>Finding Research Web Sites activity sheet</b>	School		All sections complete. All explanations written in complete sentences with supporting detail		20 points
<b>Web Site, note cards and source slip(s)</b>	Home		Article from Internet printed. 10 note cards, one fact per card, source code, sub topic Source slip filled in completely		10/5 points
<b>Scrapbook Page: rough draft</b>	Home		Draft meets criteria for this page as noted in the project criteria sheet.		20 points
<b>Additional notecards, source slips and drafts</b>					30 points
				<b>TOTAL</b>	250 points