

Navigating the Information Highway

Grade Level or Special Area: English Grade 8

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Length of Unit: Ten lessons of approximately 30 to 50 minutes each; lessons must be planned out so that your computers are available for Lessons Six-Ten; Lessons Six and Eight will take some outside preparation on your part

I. ABSTRACT

This unit focuses on the skills needed to conduct research on the **Internet**: how to conduct research, avoiding plagiarism, validating sources and citing internet references in a bibliography. Written with the brand new teacher in mind, this unit can also be adapted to fit the experienced teacher's style. This unit can be used within a unit on actually writing a research paper or it can stand-alone.

II. OVERVIEW

A. Concept Objectives

1. Students understand a variety of materials read. (Colorado Reading and Writing Standard 1)
2. Students understand how to read to locate, select, and make use of relevant information from a variety of ... technological sources. (adapted from Colorado Reading and Writing Standard 5)

B. Content from the *Core Knowledge Sequence*, page 181

1. Grade 8 English: Writing, Grammar, and Usage
 - a. Writing and Research
 - i. Write research essays, with attention to
 - a) Gathering relevant data through [internet] research
 - b) Summarizing, paraphrasing, and quoting accurately when taking notes
 - c) Acknowledging sources and avoiding plagiarism
 - d) Preparing a bibliography

C. Skill Objectives

1. Students will assess what they know about locating, selecting and making use of relevant information. (Lessons One and Three)
2. Students will demonstrate their understanding of a variety of materials by summarizing, paraphrasing and or quoting accurately when taking notes. (Lessons One, Two, and Four-Nine)
3. Students will construct a list of ideas for locating, selecting and making use of relevant information. (Lesson Four)
4. Students will demonstrate their understanding of a variety of materials. (Lessons One and Three)
5. Students will read to locate, and select, relevant information from a variety of ... technological sources. (Lessons Six-Nine)
6. Students will construct an outline of their locating, selecting and making use of relevant information. (Lessons Six-Nine)
7. Students will exhibit their knowledge of: gathering relevant data through [internet] research; summarizing, paraphrasing, and quoting accurately when taking notes; acknowledging sources and avoiding plagiarism; and, preparing a bibliography. (Lesson Ten)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. <http://www.ipl.org/vv>
 - 2. Spatt, Brenda. *Writing from Sources: Integrating Sources*, 6th edition
 - 3. Lunsford, Andrea A. *The Everyday Writer*, 2nd edition
- B. For Students
 - 1. Students should know basic keyboarding and word processing skills such as cut and paste, save, italicize, indent, and print. (Grade 7 Keyboarding class)
 - 2. Students should know how to conduct library and field research. (Grade 7, English)

IV. RESOURCES

- A. A list of possible topics for which students can collect research (Lesson Two)
- B. School handbook; specifically the policy on plagiarism (Lesson Five)
- C. **AHEAD OF TIME:** know how to get into your school's network and how to get online; be able to help your entire class to log on and find the internet browser (Lessons Six-Ten)
- D. Have log on information for each student available (Lesson Six)
- E. Computers available for Lessons Six-Ten
- F. If possible, a computer projector and a screen so teacher can visually lead students through research steps on the internet
- G. **AHEAD OF TIME:** find your city or county library website's URL and know how to get into the catalog so that you can lead your students around their own library (Lesson Eight)
- H. Students will need library cards from the local city or county library (Lesson Eight)
- I. Printers (Lesson Nine)

V. LESSONS

Lesson One: Starting the Trip (approximately 30-35 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - 2. Lesson Content
 - a. Write research essays, with attention to
 - i. Summarizing, paraphrasing, and quoting accurately when taking notes
 - 3. Skill Objective(s)
 - a. Students will assess what they know and understand while reading, writing, listening and viewing.
 - b. Students will demonstrate their understanding of a variety of materials.
- B. *Materials*
 - 1. Appendix A: one hard copy per student
 - 2. Appendix B: one copy on transparency
 - 3. Appendix C: **two pages to be copied two-sided on one page**, one hard copy per student; one transparency
 - 4. Overhead projector
- C. *Key Vocabulary*
 - 1. In this case, *resource* (*n*) means a source of supply or support of information or expertise.
 - 2. Although *navigating* (*v*) originally meant to drive a ship, it has come to mean to steer a course through something.

3. Going *online* (adj or adv) means becoming connected to a system such as a computer network or the Internet.
4. The *internet* (n) is an electronic communications system that connects computer networks from around the world.

D. *Procedures/Activities*

1. Pre Assessment: Hand out one Appendix A to each student. Have students take a few minutes to fill in what they know really well, what they think they know but need practice, and what they do not know. Collect these for assessment.
2. Introduce the unit: Write ‘*resource*’ on the board. Leave room for the other vocabulary words to be written under it later. Ask students what a resource is. Help them with the definition, if needed.
3. Start a list of resources on the board. Ask students to volunteer to come up to the board and write down a type of resource for doing research. When you have a list of several items, put Appendix B on the overhead.
4. Using Appendix B, explain that researching has a process. This unit will focus on part of the research process, specifically research on the internet. Continue reading through Appendix B with the class.
5. Hand out Appendix C, one per student. Explain that as the unit progresses students will need to take notes on the meanings of these words. These are words that are necessary to know when learning about and referring to the internet, and in doing research on the internet. Next to each word is a notation telling in what lesson the word will be covered.
6. Students need to have these with them for until Lesson Six.
7. Let students know that they will be turning this in, completely filled out, at the end as part of their final project. The final project will be explained in the next lesson.
8. Write the rest of today’s vocabulary word(s) on the board. Explain the meanings, having the students write it on their sheet. Include the word ‘*resources*’ on the worksheet.
9. As students can see, the lesson number goes in the first column, the word or phrase goes in the second column and the definition goes in the third. Students can either copy down the definition that you give or write it in their own words. Tell them to keep in mind that on any tests the meanings will be based on the wording in the definitions that you give them. Point out that some definitions may take more than one space, but that is okay. If the student runs out of spaces, he or she can put columns on some of his or her own notebook paper and just keep going.
 - a. *Teachers: Some students might want to jump ahead and write all the words from the list into the spaces. Discourage this by explaining that some meanings may take more than one space and then the other words would be in the way.*
10. Cruise the classroom to make sure everyone is doing his or her vocabulary as you explain the terms. Ask if there are any questions.
11. Remind students to keep these in a safe place or they may have to copy it over. Neatness will count in the end.

E. *Assessment/Evaluation*

1. Collect Appendix A to evaluate students’ understanding concerning the Internet and research.
2. Spot-check students to make sure they understand how to use the vocabulary organizer.

Lesson Two: Deciding the Destination (approximately 30-35 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand a variety of materials read.
2. Lesson Content
 - a. Write research essays, with attention to
 - i. Summarizing, paraphrasing, and quoting accurately when taking notes
3. Skill Objective(s)
 - a. Students will demonstrate their understanding of a variety of materials by summarizing, paraphrasing and/or quoting accurately when taking notes.

B. *Materials*

1. Appendix C: from Lesson One
2. Appendix D: one transparency
3. Appendix E: one copy for teacher; (can also make transparency, if needed)
4. Appendix F: one hard copy per student plus one for Lesson Three; one transparency
5. Overhead projector

C. *Key Vocabulary*

1. *Brainstorming* (*n*) is a problem-solving technique used by a group where all members of the group contribute ideas off the top of their heads. Then the group takes the best ideas and builds on those.
2. *Thesis statement* (*n*) is the statement at the beginning of an essay, term paper or speech that puts forth the belief or idea that the author intends to prove.
3. A *works cited page* (*n*) is a list of references a person used for information for a topic in a paper. This list includes only those resources that were cited in the work.

D. *Procedures/Activities*

1. Have students get out their vocabulary lists. Write today's vocabulary on the board. Explain the meanings, having the students write it on their sheet.
2. Students can either copy down the definition that you give or write it in their own words.
3. Cruise the classroom to make sure everyone is doing his or her vocabulary as you explain the terms. Ask if there are any questions.
4. Put Appendix D on the overhead. Ask the class if anyone does not understand the verbiage of any of the steps. Answer all questions but do not give away the order.
5. On their own notebook paper, have students write these steps in the order that they usually do them, if and when they do research. It does not necessarily have to be for a term paper but could be research on which video game to buy.
6. Give students a few minutes to complete the task.
7. As a class: Have students look at the steps on the overhead. Ask students which one they think would be the first step in the research process and why. Have a student write it on the board.
8. Continue in the same way until all 10 are written on the board. (You can shorten the longer ones; write just enough so you know which one is in that place on the list.) Do not give the real answer just yet.
9. Tell students to hang onto their list. As we go through the unit, students can correct the order of the steps. At the end of the unit, a question will be answered at the bottom of this page and it will be included in the final project.

10. Explain to the students that the allegory we will be using to help understand the ideas of this unit is that of taking a road trip. Successfully navigating the internet is like deciding to drive through a huge country. You cannot go everywhere at once and must decide early where you want to go. The steps of the research process are like guide posts along the way to help us get where we want to go. We will be going over them in their correct order as we travel.
 11. Still looking at Appendix D, tell the students that before starting any trip, it is important to decide where one is going. Or at least have a good idea. So what is the first step?
 - a. *Understand the assignment*
 12. Hand out Appendix F. On the overhead, show the students the checklist, Appendix F. Ask them to read through the list. This will be the final project. Some of the work done in this unit will end up in the folder at the end. Students will need to use the checklist along the way to keep track of what to do, what to keep and where it goes in the folder.
 13. Ask students if they understand the assignment.
 14. Look again at Appendix D. What do the students think is the next step?
 - a. *Brainstorming*
 15. Using Appendix E as a guide, quickly discuss brainstorming.
 - a. *Note: Appendix E can be used as a transparency to show the class while you read it to them. The other option is to mark on Appendix D transparency the correct order with a permanent marker after this lesson is finished.*
 16. Tell students that next time, we will be brainstorming ideas. So for HOMEWORK: Students must decide on one or two topics about which they would like to research. Write your suggested topics on the board. Tell students that this should help give them ideas, unless you have decided to require students to pick something from *your* list. Have them bring their decisions for next time.
 17. Reiterate keeping notes and keeping papers neat, safe and handy. You can let them know when you will be doing the next lesson so that they can have these papers in class.
- E. *Assessment/Evaluation*
1. Cruise the classroom to check the vocabulary sheets and research process lists as students work. Check for understanding.
 2. Evaluate the students' responses during the class discussions.

Lesson Three: Choosing the Better Routes (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 2. Lesson Content
 - a. Write research essays, with attention to
 - i. Gathering relevant data through [internet] research
 3. Skill Objective(s)
 - a. Students will assess what they know about locating, selecting and making use of relevant information.
 - b. Students will demonstrate their understanding of a variety of materials.
- B. *Materials*
1. Appendix C: students need their copies
 2. A sign up sheet already containing students' names

3. Appendix G: one hard copy per student (plus some extras, see note), one transparency
 4. Appendix H: one transparency copy of the two pages
 5. Appendix I, page 1: one transparency copy
 6. Appendix I, page 2: one copy for teacher
 7. Overhead projector
- C. *Key Vocabulary*
1. *Common knowledge* (n) is information that probably is already known by the reader, or that can be found, undocumented, in at least five other sources. It is in the "everybody knows that" category.
 2. If something is *credible* (adj), it can be believed because it has reasonable proof.
 3. *Perspective* (n) is how one sees things mentally or physically. Physically, a person's *perspective* is influenced by his or her eyesight. Mentally, the *perspective* is influenced by a person's emotions, memories, and life experiences.
 4. *Substantiated* (adj) information is data that has evidence to back it up.
 5. *Valid* (adj), or to *validate* (v) also means that the information has support or is proven to be correct.
- D. *Procedures/Activities*
- Note: The extra copies of Appendix G are so that one can be posted and the others to have on hand when students 'lose' theirs. These will be needed again in class for Lesson Nine.*
1. BEFORE CLASS: Post a copy of Appendix F and Appendix G together somewhere in the classroom.
 2. IN CLASS: Have students get out their vocabulary lists, Appendix C, and their homework, and have them ready.
 3. Hand out Appendix G, one per student. Students are to fill in the top portion only. You need to tell them the due date, which is the date of Lesson Ten.
 4. Tell them to keep this in a safe place, as it needs to be turned in with the final project.
 5. Put Appendix G transparency on the overhead. Show students where the "points for neatness" is (row two) and that it is possible to turn the project in a day early, at the end of Lesson Nine. Also point out any other areas that you feel you should.
 6. Give students a minute or two to read over the rubric. Let the students ask questions. You could also ask your students questions concerning terms and conditions on the rubric to make sure that they understand.
 7. Tell them to refer to this when putting the final project together so that they can get the best grade possible. Show them where the rubric and the checklist are posted in the room so that students can refer to them if needed. Students should then put this away.
 8. Let's look at the homework. Students should have brought in some ideas on what they want to research. Show the students the sign up sheet and instruct them to write down their general topic and pass it along **quietly**.
 9. Remind them that you are only asking for the general idea. Their final decision about their thesis will come later. Have students pair up with another student and share their ideas. Start the sign up sheet around. Students should sign up before leaving class. This will be "proof" that they did their homework. Only allow a couple of minutes for pair and share.
 10. Put up Appendix H transparency. Explain to the students that we are going to do the vocabulary a little differently today. Point out the vocabulary words at the top of the Appendix.

11. The students still need to write the meanings on their sheets and they will want to take notes as we discuss the different types of information.
 12. Step through the discussion on Appendix H.
 13. Have students put all notes away and get out some notebook paper.
 14. Put up Appendix I. On their own paper, have students number from 1 to 10 and answer the questions without using their notes.
 15. Collect papers to assess. Also, remember to collect sign up sheet.
 16. Reiterate keeping notes and keeping papers neat, safe and handy. You can let them know when you will be doing the next unit so that they can have these papers in class.
- E. *Assessment/Evaluation*
1. Check sign up sheet. Give points to everyone who signed up.
 2. Appendix I - collect and score

Lesson Four: Take Note of Where You're Going (approximately 35-40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 2. Lesson Content
 - a. Write research essays, with attention to
 - i. Gathering relevant data through [internet] research
 - ii. Summarizing, paraphrasing, and quoting accurately when taking notes
 3. Skill Objective(s)
 - a. Students will demonstrate their understanding of a variety of materials by summarizing, paraphrasing and/or quoting accurately when taking notes
 - b. Students will construct a list of ideas for locating, selecting and making use of relevant information.
- B. *Materials*
1. Appendix C: students need their copies
 2. Appendix D: the transparency
 3. Appendix E: for teacher to reference
 4. Appendix J: on transparency
 5. Overhead projector
- C. *Key Vocabulary*
1. To *cite* (v) is “to bring forward or call to another's attention especially as an example, proof, or precedent” (Merriam-Webster Online).
 2. To *summarize* (v) is to make a summary of a larger work or speech; that is, to cover the main points without wasted words.
 3. A *paraphrase* (n) is “a restatement of a text, passage, or work giving the [same] meaning in another form” (Merriam-Webster Online).
 4. To *quote* (v) someone means to say or write the words they spoke or wrote and to give them the credit for their words.
 5. A *database* (n) is “a usually large collection of data [bits of information] organized especially for rapid search and retrieval (as by a computer)” (Merriam-Webster Online).
 6. A *subscription* (n) is “an arrangement for providing, receiving, or making use of something of a continuing or periodic nature on a prepayment plan” (Merriam-Webster Online). A yearly *subscription* to a magazine means that you prepay for 12 issues of that magazine.

7. A *subscription database (n)* is a very credible database of certain kinds of information that is available only to those who pay to get into it. Many libraries subscribe to these databases and make them available to their patrons.
- D. *Procedures/Activities*
1. Have students get out their vocabulary lists. Write today's vocabulary on the board. Explain the meanings, having the students write it on their sheet.
 2. Student should get out their notes from yesterday to add to them.
 3. Put up Appendix D or E transparency (whichever you decided to use for the students to reference). Refer to your copy of Appendix E, if needed.
 4. Point out that the next step is to make a list of possible resources. Students have a general idea of what they want to research, but where will be the best places to look?
 5. Ask students these questions to get a discussion going. They can use their notes from yesterday, if they need to:
 - a. Are you looking for first, second or third hand information?
 - i. *First hand is the best, when possible; second and third hand will be more accessible, depending on the subject. In the case of internet research, all the information will be second and third hand.*
 - b. How are you going to get this level of information?
 - i. *Students can write about something that they have experienced first hand. Then they can supplement it with second and third hand facts, information gained by reading books and articles either in hard copy or online.*
 - c. What types of web sites are you going to look for?
 - i. *Websites sponsored by colleges and universities; websites of foundations or organized groups that deal with the subject; subscription databases; personal websites only as a last resort and only after checking on the author*
 - d. How are you going to know if your information is credible?
 - i. *Check the source; is the source or the author credible? In other words, are they an expert on the subject; have they studied the subject; is it most likely that they have checked out their facts?*
 - e. How can you make information you find more credible?
 - i. *By looking it up on more credible websites; by finding it in more places, and some of those places being credible websites; or by doing first hand research to confirm the facts*
 6. Have students pair up. Give them a few minutes to come up with a list of possible resources. Tell them to list all resources that they could go to, not just on the Internet. Tell them to try to list resources from all three types of information (first, second and third hand).
 7. Bring the class back together. Ask for volunteers to read their lists. Encourage students to add to their own lists if they hear a good idea from someone else.
 8. Put up Appendix D or E transparency. Tell the students that the next step is to gather information, which we will be doing later when we get onto the computers. For now, we will skip this step.
 9. Refer to the transparency. Explain to the students that the next step is to make sure the information is reliable. As students are looking for information on the internet, the following guides will help.
 10. Have students add the following information to their list of resources.

- a. A **subscription database** is available to you if your library subscribes and you have a library card. We will cover how to find the library and their databases when we get on the computer section.
 - b. Other types of websites would be any government or civilian groups that are concerned with the topic. For instance, if someone was researching cancer and wanted valid information, the government has websites, the Cancer Foundations have websites, university and cancer hospitals have websites, and all would have validated information.
 - c. So, if you do a search for something and come up with 123 million or so websites, which is what came up for Cancer, look for the website addresses that end with “.org”(for organization), “.gov”(government), “.us”(United States), or “.edu” (education), and check them out first.
11. On the bottom half or backside of the resource paper students will complete this next section. This paper will be turned in to you for evaluation. You will give it back to them before Lesson Eight so that they can include it in their final project.
 12. In preparation for getting on the computers, students need to be able to take good notes. They need to summarize, paraphrase and quote accurately. Next lesson will cover what information students will need to copy to correctly cite information. But for now, let’s discuss the difference between summary, paraphrase and quotation.
 13. Ask students how they take notes. Some may use graphic organizers like the Venn diagram, some use web, some use outlines. But in any case, students are always paraphrasing, summarizing or using quotes when they take notes.
 14. Put up Appendix J. Students need to take notes on the “compare and contrast” of *summarize, paraphrase* and *quote*. They can copy the Venn or use a note taking technique with which they are more comfortable. Using the definitions from above and the Venn, walk students through a quick discussion, while they take notes.
 15. Collect these papers for evaluation and for points for participation.
- E. *Assessment/Evaluation*
1. Cruise the classroom to make sure the students are getting the vocabulary down.
 2. Collect students’ notes. Do the students understand what good resources are? Do the students have a good grasp on talking notes?

Lesson Five: Stick to the Rules of the Road (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 2. Lesson Content
 - a. Write research essays, with attention to
 - i. Acknowledging sources and avoiding plagiarism
 - ii. Preparing a bibliography
 3. Skill Objective(s)
 - a. Students will demonstrate their understanding of a variety of materials by summarizing, paraphrasing and/or quoting accurately when taking notes.
- B. *Materials*
1. Appendix C: students need their copies
 2. Appendix D: the transparency
 3. Appendix E: for teacher to reference
 4. Appendix K: **two pages copied two-sided**, one hard copy for each student
 5. Appendix L: one copy on transparency

6. Appendix M: one copy on transparency, one copy to post on the wall
 7. Overhead projector
 8. Teacher: know the policy of your school concerning plagiarism
- C. *Key Vocabulary*
1. A *bibliography* (*n*) is a list of the resources referred to by the author of a work.
 2. The person who owns the *copyrights* (all **rights** of owning the **copy**) of a work is the only one who has the right to make money from it. Legally, that person is the only one who can reproduce, publish, or sell the work.
 3. The *MLA* style is a guideline for printed material. *MLA* is the acronym for the *Modern Language Association*. This style is used in many high schools, colleges and universities for grading written papers.
 4. *Plagiarism* (*n*) is the act of stealing another's ideas or words and lying about them being one's own.
 5. *URL* is the acronym for *Universal Resource Locator*. It is the name of the addresses used on the internet to locate websites.
- D. *Procedures/Activities*
1. Have students get out their vocabulary lists. Write today's vocabulary on the board. Explain the meanings, having the students write it on their sheet.
 2. Put up Appendix D or E transparency.
 3. Point out to students that the next step is to **avoid plagiarism**. The best way to do that is to take good notes about those good notes. For instance, if something sounds good write it down and then write down where it was found. Do not think, "I'll remember." After several sources, it is almost impossible to remember what fact was on what website. If a student does not have the cite information, he or she should not use the information.
 4. What is plagiarism? It is not just stealing; it is also lying. It is being dishonest with others and will only turn out bad.
 5. Put up Appendix L. Students should take notes on this. Here are some good reminders on when and when not to cite information. Go over these with the students. Ask questions to see if they understand the differences.
 6. Reiterate that plagiarism is a serious crime. Tell students the policy of your school towards plagiarism. Let them know that many colleges and universities will kick a student out of the school. In the business world, men and women have lost millions when someone else stole their ideas. Many of these end up in court.
 7. The person with the copyrights is the only one who can give permission on how his or her information can be used. Some copyrights allow certain situations for using information without specific permission to be okay, as long as someone is not selling or making money from it. But check reprint conditions. And always cite, cite, cite.
 8. To help students cite things on their road trip, they are going to use a graphic organizer.
 9. Hand out Appendix K. Put Appendix K, page 1 on overhead. Tell students that note cards are great for taking notes and citing information, but for our purposes, we are going to use this organizer. This will be a major requirement in the final project so they need to bring these to class.
 10. When going on a road trip, many travelers keep a journal or a log of where they have been and what they saw. That is what the students are going to use this for.
 11. In the left column, put the information that you want to use. In the right column, put the citing information. Notice that you will need: Author (last name, first),

the title of the article, the name of the periodical (or the name of the website), the URL, and the date of the day you found the information.

12. Tell students that if their information or their cite information needs more than one cell, to take more room. If they run out of room on these sheets, they can make two columns on regular notebook paper.
 13. Explain to students that just as a book, an article or a movie has different rules for citing in a bibliography or works cited page, different types of databases, website or online information has different rules. For our purposes, we will use the MLA rule for online books.
 14. In Lesson 9, when they are preparing a sample of a bibliography or a works cited page, they need to cite their internet article like this: Put Appendix M on the overhead. Read through the quote with the students and point out the various aspects of the style.
 15. Also, show students where this information is posted in the classroom for them to reference.
- E. *Assessment/Evaluation*
1. During the discussion concerning Appendix L, ask questions of the students to see if they really understand the differences.

Lesson Six: Setting Out onto the Highway (approximately 40-50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students understand how to read to locate, select, and make use of relevant information from a variety of ... technological sources.
2. Lesson Content
 - a. Write research essays, with attention to
 - i. Gathering relevant data through [internet] research
 - ii. Summarizing, paraphrasing, and quoting accurately when taking notes
 - iii. Acknowledging sources and avoiding plagiarism
3. Skill Objective(s)
 - a. Students will demonstrate their understanding of a variety of materials by summarizing, paraphrasing and/or quoting accurately when taking notes.
 - b. Students will read to locate, and select, relevant information from a variety of ... technological sources.
 - c. Students will construct an outline of their locating, selecting and making use of relevant information.

B. *Materials*

1. Appendix C: students need their copies
2. Appendix E: for teacher to reference
3. Appendix K: students need their copies from yesterday
4. Appendix N: one copy on transparency
5. Appendix O: two pages, one copy each on transparency
6. Overhead projector
7. Screen projector and projector screen, if possible
8. Computers: as close to one per student as possible
9. Log on information for each student

C. *Key Vocabulary*

1. A *browser (n)* is “a computer program used for accessing sites or information on a network” (Merriam-Webster Online).

2. Plural for criterion, though often used as a singular word, *criteria* means “a characterizing mark or trait” (Merriam-Webster Online). Criteria are what you want the data you are seeking to look like. For example, “I want all the links to look like ‘e-l-e-p-h-a-n-t.’”
3. The *home page* is usually page one on a website. It contains information about the website, who to contact concerning the web site, and links to the other pages of the web site. The home page is not always the first page that comes up, however.
4. *Images (n)* are pictures or graphs.
5. A *screen shot (n)* is a picture of what is on the monitor screen at the moment.
6. The *search engine (n)* is “the computer software that searches for specific data” (Merriam-Webster Online).

D. *Procedures/Activities*

AHEAD OF TIME: *Know how to get into your school's network and how to get online. Be able to help your entire class to log on and find the internet browser. Be sure to change any information in the following steps necessary to fit your network and system. If students are working together in pairs or small groups, make sure each student gets a turn to log on and find the internet sometime during the course of the class. Read through the lesson and predetermine log off/log on points where the students can switch. This is an opportunity for students to help each other.*

Another helpful preparation would be to project your computer for the whole class to see so that you can walk them through this lesson with a desktop that looks more like theirs. You could even make screen shots of your network's browser and use them instead of the ones included. The included shots are for your convenience.

1. IN CLASS: Have students get out their vocabulary lists. Today is the last of the vocabulary. Write today's vocabulary on the board. Explain the meanings, having the students write it on their sheet.
2. Today we are going to begin step 4 of the research process. Students will begin gathering general information. Read this step to them from Appendix E.
3. Remind students to take notes during this time on any area with which they are not familiar. They will need their Appendix K, Trip's Journal, handy.
4. Get students on the computers. Have students get into the computer and open the internet browser by clicking on the blue "E."
5. Put Appendix O on the overhead projector. They should see something similar to screen shot 1. Point out that the screen shots included on Appendix O are from Internet Explorer and may or may not look different from what the student is seeing on the screen.
6. Point out that this is a screen shot. Students will need to take screen shots of their own desktop during the course of this unit. Eventually, they will print out a document that will include screen shots to be included in their final project. If they have color printers at home, encourage them to print their documents in color.
7. Walk them through how to print what is showing on the screen (screen shot).
 - a. This is very much like "cut and paste." Look on the keyboard for the "PrintScr" key. It is usually above the backspace key, maybe to the right. Press it. You have now taken a "picture" of what is on the monitor. This was the "cut" part.
 - b. Open a word processing document, the kind you write reports in. The document will open and the cursor will be blinking at the top of the page. Press "enter" once or twice so that you will have a line above your image.

- c. "Paste" the image in your document. Pull down the edit menu and choose "paste" if it gives you the option. If not, hold down control and the letter v at the same time.
 - d. That is a screen shot.
 8. Remind them to *save early and to save often*. They can save a screen shot as they would a regular document. Do not have the students save this one, but give each student a chance to try this.
 9. Tell the students that many home pages have some sort of search function. Some networks have a search function that searches only its own network. Some web sites have a search feature that will search only the web site. Put up screen shot 2. Point out the Address space. Students will also notice a "Search Web" button in the upper left hand area. The white space to the left of that button is where they type their key words. *Yahoo* happens to have a search engine that searches the whole web. But some search engines are limited in one way or another, so it is good to know of more than one.
 10. Put Appendix N on the overhead. Have the students write the URL addresses for the following search engines on their *Trip's Journal*. As they write, you can point out any relevant information from the Appendix.
 - a. www.ask.com (AskJeeves.com will also work)
 - b. www.yahoo.com
 - c. www.msn.com
 - d. www.aol.com
 - e. www.dogpile.com
 - f. www.google.com
 11. Tell students that they do not always have to type in the "http://www" because most of the larger search engines automatically add it. It is much easier to remember "Yahoo.com." However, if the student knows that the URL is correct and the computer is not opening the website, add the http://www. to the URL and it might help. Sometimes the search engine gets confused.
 12. Have students try three of the search engines. Walk them through the first one with the following steps: "
 - a. Pick one and type its URL into the address space.
 - b. Click on "Go" or "Search," or just hit the "enter" key on the keyboard.
 - c. When you get to the search engine's web page, find the space where you ask it questions and type in what you want to find, for example, "elephants." Hit "enter," or click on "Search" or "Go." It may take several seconds, so be patient. While waiting, students should write a note on their journal of what the search was for.
 - d. On your trip's journal, make a note of how many results your search engine pulled up. Show screen shot 3 so students can see what you mean by results. In this instance, it is 14,100,000 results.
 - e. Try two more search engines in the same way." Make sure all students get a turn.
 13. Have the students take a screen shot of the last engine's search results page and save it in a file on their computer so that they can get back to it later.
 14. Help students who may have any problems with this step.
- E. *Assessment/Evaluation*
1. As you cruise the classroom, check students' journal and saved screen shots to see if they understand the process.

Lesson Seven: Traveling Along, Seeing the Sites (approximately 30-40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students understand how to read to locate, select, and make use of relevant information from a variety of ... technological sources.
2. Lesson Content
 - a. Write research essays, with attention to
 - a. Gathering relevant data through [internet] research
 - b. Summarizing, paraphrasing, and quoting accurately when taking notes
 - c. Acknowledging sources and avoiding plagiarism
3. Skill Objective(s)
 - a. Students will demonstrate their understanding of a variety of materials by summarizing, paraphrasing and/or quoting accurately when taking notes.
 - b. Students will read to locate, and select, relevant information from a variety of ... technological sources.
 - c. Students will construct an outline of their locating, selecting and making use of relevant information

B. *Materials*

1. Appendix E: for teacher to reference
2. Appendix K: students need their copies from yesterday
3. Overhead projector
4. Computer projector and projector screen, if possible
5. Computers: as close to one per student as possible
6. Log on information for each student

C. *Key Vocabulary*

No new vocabulary

D. *Procedures/Activities*

1. Have students log on to the network and get onto the internet by clicking on the blue E. If you have your computer on the screen projector, you can also do these steps with the students so that they can see what their results should be.
2. Have students go to the Google search engine by typing "Google.com" in the Address box and clicking on "Go." The cursor should be blinking in the search space above the "Google Search" button.
3. Have students type in "elephants" and click on the search button.
4. Students should write in their journal: "Elephants" and the number of results goes in the notes section. In the other column, students should write the address as found in the Address box in the search engine.
5. In the search box, have students add "AND circus" to "elephants" and click on the search button or just hit Enter. How have the results changed? Explain to the students that "AND" needs to be all caps so the search engine can determine that it means both elephants *and* circus and is not just part of the criterion.
6. Again, students need to write this information in their journals.
7. Have students change "circus" to "tsunami." Students, also record this.
8. How does this change the results number?
9. Have students scroll down and pick a link that looks interesting to them when they read the snippets of information given under each blue link. Point out that the actual URL for the link is listed in green. When they are looking for credible websites, they can read through the green URLs and pick ones that have ".org,"

“.gov,” “.edu” and so on. Some of the “.com” are good, too, if the titles on some are newspapers, news magazines or news stations.

10. Students need to point to the blue link and click. Have students quickly summarize what the website talks about and write only the URL (for now) in their journals.
11. Remind students that if they go to a link and want to get back to the search list, just click on the blue "back" arrow in the upper right corner of the page.
12. Another important search tool is the quotation mark. If you are looking for something and the criterion is several words put together such as “Australian fruit trees” put them in quotes. With the quotes, the search engine only pulls up links where the three words are together. Otherwise, you get any combination of the three words such as fruit trees, trees, Australian fruit, Australian trees, and so on.
13. Try “Australian fruit trees” with and without the quotes and see the difference in the search results. It is easier to look at seven links than at over 560 thousand. The more specific you can make your search, the less time is involved.
14. Remember to record this search, also.
15. Inform students that Google does not always require ‘AND’ or the quotations to find what they are looking for, but these tools can eliminate a lot of extra reading. Also, it is good to remember these rules as other search engines may need them.
16. Have student use the rest of the time looking for resources for the subject that they chose. Require them to find ____ number of links (you determine the number by how much time you still have). They must record a quick note, the URL and today’s date only.
17. This is their exit ticket. They must show you the links written in the journal before they leave.

E. *Assessment/Evaluation*

1. Cruise the room while students are searching and see if they are finding things.
2. Students should have three “elephant” entries and your required number of links in their journal when they leave.

Lesson Eight: The Road Narrows (approximately 30- 35 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students understand how to read to locate, select, and make use of relevant information from a variety of ... technological sources.
2. Lesson Content
 - a. Write research essays, with attention to
 - i. Gathering relevant data through [internet] research
 - ii. Summarizing, paraphrasing, and quoting accurately when taking notes
 - iii. Acknowledging sources and avoiding plagiarism
3. Skill Objective(s)
 - a. Students will demonstrate their understanding of a variety of materials by summarizing, paraphrasing and/or quoting accurately when taking notes.
 - b. Students will read to locate, and select, relevant information from a variety of ... technological sources.
 - c. Students will construct an outline of their locating, selecting and making use of relevant information

B. *Materials*

1. Appendix E: for teacher to reference

2. Appendix K: students need their copies from yesterday
 3. Screen projector and projector screen, if possible
 4. Computers: as close to one per student as possible
 5. Log on information for each student
 6. Library Cards for local library
- C. *Key Vocabulary*
No new vocabulary
- D. *Procedures/Activities*
AHEAD OF TIME: Find your local city or county library's website's URL and know how to get into the catalog so that you can lead your students around their own library. If you do not know how, you can use my example in number four below or you can go to your local library and have someone show you.
1. In Class: Have students log on to the network and get onto the internet by clicking on the blue E.
 2. Remind students to take notes. They might want to write down, in outline form, the following steps.
 3. Many libraries have a web page. Students can find a book in their local library by getting into the library's website and searching the catalog. *The example is the Jefferson County Library in Colorado or use what you found out about your local library.*
 4. Here are the step by step instructions:
 - a. If you do not know the URL, simply search for it in one of the search engines. For instance, go to Google.com, type in your county library's name, the word AND (all capitals) and your state. For now, type in "Jefferson County Library" AND Colorado. Putting Jefferson County Library in quotations cuts the number of results. (Remember, phrasing.)
 - b. Start reading through the list of results until you find the one you want; click on that result and you will pull up the website for the library.
 - c. Click on the link to the catalog. In this case, click on the square that says, "Find library books and more."
 - d. This brings you to a search engine where you will need to put in your criteria. Just follow the directions.
 - e. If you put in the subject "elephants," the library search will find approximately 417 entries. You can then look through the titles, find out at which branch the books are located, and even put the books on hold if you have a library card.
 5. On the same website is access to Jefferson County Public Library's subscription databases, which includes access to magazines, journals, newspapers, websites and more. Library patrons can also ask for help from the library staff. On this website, it is called, "Research tools." Some of the tools are open for anyone but some, only people with a Jefferson County Library card can use it. It asks for a name and bar code number.
 6. With your class, if you did not already, search for your local library. Find the catalog links and the research links. Find out how to order a book or how to research using one of their databases.
 7. Help students get into their library subscription databases. This is where they may need to use their library cards.
 8. Have students find the A-Z database. In the Trip's Journal, have them write down two things of interest that they found; things that they might like to come back to.

9. Students can try out the different search engines. They should have their notes from yesterday with the different ones listed.
 10. Put Appendix D on the overhead. Remind students that they are working on step 4, but keeping 5 and 6 in mind. By the end of class, students should start planning what their thesis will be, which is step 7.
 11. Their HOMEWORK is to make the final decision concerning their thesis and bring that decision in for next time.
 12. Students are to continue finding information about their topic. They need to make notes and keep track of cite information.
 13. Students need to come up with at least six credible websites and cite information, including today's date, which will support their thesis.
- E. *Assessment/Evaluation*
1. Cruise the room. Check the students' Appendix K for URLs required to see if students are progressing and understand the search process.
 2. Glance at the notes the students are taking to see if they are doing that correctly.

Lesson Nine: Coming to the End of the Road (approximately 40-50 minutes [allows 10-20 minutes on the computers])

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students understand how to read to locate, select, and make use of relevant information from a variety of ... technological sources.
 2. Lesson Content
 - a. Write research essays, with attention to
 - i. Gathering relevant data through [internet] research
 - ii. Summarizing, paraphrasing, and quoting accurately when taking notes
 - iii. Acknowledging sources and avoiding plagiarism
 - iv. Preparing a bibliography
 3. Skill Objective(s)
 - a. Students will demonstrate their understanding of a variety of materials by summarizing, paraphrasing and/or quoting accurately when taking notes.
 - b. Students will read to locate, and select, relevant information from a variety of ... technological sources.
 - c. Students will construct an outline of their locating, selecting and making use of relevant information
- B. *Materials*
1. Students need their folders
 2. Students need their print out of their thesis statement
 3. Students need their print out of their screen shots and notes
 4. Students page of the research process
 5. Notes comparing summarizing, paraphrasing, and quotes
 6. Students should have their Appendix C
 7. Students should have their Appendix D
 8. Students should have their Appendix E
 9. Students should have their Appendix F
 10. Students should have their Appendix G
 11. Students should have their Appendix K
 12. Appendix P: one copy on transparency
 13. Overhead projector

14. Computer projector and screen
- C. *Key Vocabulary*
No new vocabulary
- D. *Procedures/Activities*
1. Have students log on to the network and get onto the internet by clicking on the blue E.
 2. Talk to the students about this tip on internet note taking. Walk them through the steps.
 - a. A quick way to take notes from the internet is to copy and paste. Most websites allow you to choose the text, just like you would in a Word document. You can also choose the web address in the Address box, copy it and paste it somewhere else.
This is how to do it:
 - i. Even though you are on the internet, you can also open a word document. For this exercise, find and open the screen shot you saved in Lesson Six.
 - ii. Switch back to your internet browser. Do a search on your topic and chose a website and open it. Find a paragraph that you want to copy.
 - iii. Select all the words that you want to copy. When it is highlighted, go to the upper left hand corner, click once on “edit” and the menu will pull down. Choose “copy.”
 - iv. Now go to your word document. Click on the page where you want to put your note. Pull down the edit menu and paste.
 - v. Then switch back to the internet. Hopefully, you are still on the same web page. Highlight the address in the address box up in the top part of the frame, go to edit and copy.
 - vi. Go back to the word document and click on the page right under where you put the quote. Paste the address there.
 - vii. You now have a quote and the URL. You can use it as a quote or just use the data but you also have the cite address and can come back to get the rest of the cite information when you decide to use it.
 3. Have students do one more of the above onto their screen shot document. Students should then print this out to include in their project.
 4. Students need to complete their thesis: Put Appendix P on the overhead. On a word document students need to type their thesis statement and put three notes and their MLA style cite information. They can follow the example.
 5. Remind students to include their name on the bottom in case things pile up at the printer. Students then need to print this out to be included in the final project.
 6. Put up Appendix D or E. Show students step 8, *sort and throw*. This means that now that students have narrowed down their thesis, they can put aside any notes and information that no longer pertain.
 7. Step 9 is if students need to find something specific that may now be missing.
 8. And then step 10 is to create a works cited page or bibliography. Ask students if anyone knows the difference.
 - a. *Bibliography is all the works consulted, even if the information was not used. Works cited is a list only of works where the information was actually used in the work in one way or another.*
 9. Students should work for the remainder of the time on completing their projects.

10. Make sure to ask for any questions student may have concerning the project and today's activities.
 11. Remind students that next time is the final exam. They can use their final project to study. Tell students to bring something to class to read in case they finish the exam early.
- E. *Assessment/Evaluation*
1. Cruise the classroom and check the thesis pages in progress and the screen shots as they are printed.

Lesson Ten: Final Destination (approximately 40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students understand how to read to locate, select, and make use of relevant information from a variety of ... technological sources.
 2. Lesson Content
 - a. Write research essays, with attention to
 - i. Summarizing, paraphrasing, and quoting accurately when taking notes
 - ii. Acknowledging sources and avoiding plagiarism
 3. Skill Objective(s)
 - a. Students will exhibit their knowledge of: gathering relevant data through [internet] research; summarizing, paraphrasing, and quoting accurately when taking notes; acknowledging sources and avoiding plagiarism; and, preparing a bibliography.
- B. *Materials*
1. Students turn in their final projects
 2. Appendix Q, pages 1 and 2: one copy per student
 3. Appendix Q, pages 3 and 4: one copy for teacher
- C. *Key Vocabulary*
All unit vocabulary
- D. *Procedures/Activities*
1. Collect Final Projects from students.
 2. Hand out Appendix Q, pages 1 and 2, one to each student. Students are to do part one and hand in to you. Then they may proceed to part two.
 3. For part two, have students log on to the network and get onto the internet by clicking on the blue E. Have students complete part two and then turn in to you. You can have them staple their two parts together.
- E. *Assessment/Evaluation*
1. Appendix Q, pages 1 and 2
 2. Final projects

VI. CULMINATING ACTIVITY

- A. Final Project as described in Lessons Two and Three and in Appendices F and G (a portfolio type project containing samples of the student's work from the unit).

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Pre Assessment (Lesson One)
- B. Appendix B: Introduce Unit (Lesson One)
- C. Appendix C: Words to Know *two pages to be copied two-sided* (Lessons One-Six, and Nine)

- D. Appendix D: The Research Process (Lessons Two, Four, Five, and Nine)
- E. Appendix E: The KEY and Explanation (Lessons Two, Four-Nine)
- F. Appendix F: Checklist for Final Project (Lessons Two and Nine)
- G. Appendix G: Rubric for Final Project (Lessons Three and Nine)
- H. Appendix H: Types of Information *two pages to be copied one-sided* (Lesson Three)
- I. Appendix I: Quick Check and KEY (Lesson Three)
- J. Appendix J: Venn Diagram (Lesson Four)
- K. Appendix K: Trip's Journal, *two pages to be copied two-sided* (Lessons Five-Nine)
- L. Appendix L: Choosing When to Give Credit (Lesson Five)
- M. Appendix M: MLA Online Article Citing (Lesson Five)
- N. Appendix N: Search Engines (Lesson Six)
- O. Appendix O: Screen Shots, *two pages to be copied one-sided* (Lesson Six)
- P. Appendix P: Thesis Statement Example (Lesson Nine)
- Q. Appendix Q: Final Exam and KEY (Lesson Ten)

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Appendix L contains pieces from a term paper posted online to help students at Purdue University to be able to avoid plagiarism. The entire article can be found at <http://owl.english.purdue.edu>. Permission is granted to use this information for educational purposes but content is not to be changed. I have pulled out direct quotes and tables that are relevant to this unit. Please refer to the following permissions or to the article:

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Appendix A

Pre Assessment

Tell me what you already know.

On the table below, mark an **X** in the appropriate column. If you know how to do the listed procedure or know what the term means without any help, then mark an **X** in the “I can do this now” column; if you have done it before but need to figure it out by yourself, or need to practice it, mark an **X** in the “I think I can do this but I am not sure” column; and, if you have no clue or somewhere in the far reaches of your brain you remember *something*, but..., then mark the “I need to learn this” column.

KWL internet and research

Do you know	I can do this now	I think I can do this but I am not sure	I need to learn this
1. Keyboarding			
2. Keeping Notes			
3. Citing resources			
4. PC Computers with Internet access, Windows 98			
5. Microsoft Word			
6. What is meant by Online			
7. Search engine and how it works			
8. Ask for help when I need it			
9. How to use my browser			
10. What is a browser			
11. What is a URL			
12. How to navigate in your browser			
13. How to print			
14. How to save			
15. How to copy, cut or paste			
16. How to search for something on the internet			
17. What is plagiarism			
18. What is Copyright			
19. What is a thesis statement			
20. What is a database?			
21. What is a subscription?			
22. How to find books at my library from my computer?			
23. How to dogpile?			
24. How to google?			
25. What is home page?			

Appendix B

Introduce Unit

Types of resources:

Experiments, polls, surveys, interviews, personal experience, magazines, journals (type of magazine), newspaper articles, internet articles, libraries, encyclopedias, reference materials, biographies, autobiographies, reports, TV news, documentaries, and more

There are many resources available to do research.

How do you know the best ones?

How do you know the authors are telling the truth?

When two different resources tell the opposite thing, how do you find out which is right?

These questions are easy to answer when looking through encyclopedias, research journals and autobiographies because you know the facts are checked out.

But what do you do about the internet where anyone can put anything out there and call it true.

The answers to these questions lead us to the research process. Just as writing an essay has a process conducting research also works better if you follow the steps. This helps you to stay organized; then writing the paper becomes much easier. We will discuss the actual steps next time.

As you can see from what you wrote on the board, there are many places to gather information. For the duration of this unit, though, we are going to follow the research process, focusing on the internet as a resource. We will be learning how to use the internet to search for valid information. And we will do some hands on the computer internet searches. You will put together a project of notes, vocabulary and some print outs of what you are doing on the computer.

Appendix D
The Research Process

Can you place the following steps in their correct order?
Write these in the order that you do them. If you do not do a step, put a zero.

	Avoid plagiarism by citing, citing, citing.
	Make sure information is reliable.
	Create a works cited page or a bibliography.
	Gather general information about your topic: Take notes, interview people, search internet, read books, newspaper articles, find magazine and journal articles.
	Make a list of possible resources.
	Brainstorm; ask questions, look for ideas, pre-write.
	Figure out the thesis statement.
	Gather specific information about your topic. Find those few more facts to fill in what might be missing.
	Sort and throw: Keep only the information that goes along with your thesis.
	Make sure you understand the assignment.

Appendix E

The KEY and Explanations

1. Make sure you understand the assignment.

One cannot arrive at a destination if one does not know where he or she is going. If a student does not understand what is expected or wanted, he or she may end up doing a lot of ‘traveling’ that does not count.
2. Brainstorm for ideas for a thesis

Once the student understands the assignment, he or she needs to make some decisions. Within the guidelines of the assignment, what does he or she want to write about? Maybe the assignment is to write about elephants. On what part of the wide nation of information available about elephants does the student want to focus? It is not time to actually come up with a thesis; after gathering information a student may find that there was not sufficient reliable information available for what he or she chose, or that something else interested him or her. For instance, maybe a student planned to write about the differences between Asian and African elephants and discovered a story about elephants saving lives during the tsunami.
3. Make a list of possible resources.

This is where students decide if the library, the internet, personal interviews or experiments are the best way to go, depending on the subject matter.
4. Gather general information about your topic: Take notes, interview people, search the internet, read books, newspaper articles, find magazine and journal articles.

It is good to do this step after the brainstorming so that a student is not trying to tackle an entire world of information. It is like deciding that we are going to end up somewhere in Colorado when we leave New York, but whether we want Vail, Winter Park, or Denver can be decided after more research.

Warning: For every note and quote, write down where you found it!! It is a real hassle to have to go back and look for it again. And if it is something that **must** be cited for copyright purposes and the student cannot find where he or she read it, then he or she cannot use it, even if it is the most important thing that his or her whole paper is about.
5. Make sure information is reliable.

Make sure that the information is fact and not just someone’s messed up opinion.
6. Avoid plagiarism by citing, citing, citing.

Students need to know when to give someone else the credit for their information or when they can claim it as their own or as common knowledge.
7. Figure out the thesis statement.

All right, now that we are getting close to Colorado, it is time to determine the city. After all the research, what interests the student or what topic has the most information that you can work with. That should be your final destination.
8. Sort and throw: Keep only the information that goes along with your thesis.

This would be similar to deciding that we want to go to Vail. We can then pack away the restaurant guides, maps and hotel information for Winter Park and Denver keeping out only what we need for Vail.
9. Gather specific information about your topic. Find those few more facts to fill in what might be missing.

For instance, now that we are going to Vail, do they have other things to do there besides skiing? Now that the student has focused on a thesis statement, maybe they need to find a fact or two that may be missing.
10. Create a works cited page or a bibliography.

This is where a student tells where he or she found all those wonderful facts. And teachers can see how honest and true the students are.

Appendix F
Checklist for Final Project

You are to turn in a folder containing the following:

- The outside should be a three-hole folder (with the metal fold over tabs), a three ring folder (not a binder), or a see through plastic report folder with the sliding plastic holder on the edge. **5 points**

- The first page is a title page.
Use the title, *Research, the Final Project*, or you can come up with something more creative that has to do with the contents of the folder. The title page should also include your name. **5 points**

- Page 2 will be the Rubric with your information filled in at the top. **5 points**

- Page 3 will be this checklist with check marks by everything you finished and put in the folder. **5 points**

- Page 4 is a print out of the word document containing student's thesis statement, and three notes and their MLA style cite information. It should follow the example given in class. **15 points**

- Next is the Trip's Journal, all pages. **10 points**

- Next are the vocabulary pages. Please keep them in order. **10 points**

- Next is the student's idea of the research process, corrected, and this question answered on the bottom.
After learning the steps in the research process, will you do anything different in your future research projects? Why or why not? **10 points**

- Notes comparing summarizing, paraphrasing, and quotes. **5 points**

- Next is the print out of the screen shot document with the samples of 'copy and paste' notes from Lesson Nine. **10 points**

Follow this checklist to get 80 and the rubric to get 20 for a total of 100 points.

Appendix G

Rubric for Final Project

Name: _____

Teacher: _____

Class: _____

Due Date: _____

5 (A)	4 (B)	3 (C)	2 (D)	1 (F)	Score
Project follows all expectations from checklist but student really impresses the teacher with creative or unique ideas.	Project follows all expectations from the checklist.	Project follows seven-nine of the expectations from the checklist.	Project follows two-six of the expectations from the checklist.	Student picked one of the projects from the checklist.	
Project is neat and clean: Zero smudges, dirt, or wrinkled or torn places.	Project is neat and clean: one-three hardly noticeable smudges, dirt, or wrinkled or torn places.	Project is neat <u>or</u> clean: one-four noticeable smudges, dirt, or wrinkled or torn places.	Project was kept on the floor and walked on or shoved in a locker and then "smoothed" out.	Something was turned in that resembles a project but it looks like the dog, cat or younger sibling got a hold of it last night.	
Project is turned in before the due date. (The earliest would be at the end of Lesson Nine.)	Project is turned in on the due date.	<<	Project is turned on one day late.	<<	
This rubric is filled out and attached to the project.	<<	<<	This rubric is not filled out but is attached to the project.	<<	

Total _____ /20

Grade _____

Appendix H, page 1

Types of Information

Vocabulary definitions

Common knowledge (n) is information that probably is already known by the reader, or that can be found, undocumented, in at least five other sources. It is in the “everybody knows that” category.

If something is **credible** (adj) it can be believed because it has reasonable proof.

Perspective (n) is how one sees things mentally or physically. Physically, a person’s perspective is influenced by his or her eyesight. Mentally, the perspective is influenced by a person’s emotions, memories, and life experiences.

Substantiated (adj) information is data that has evidence to back it up.

Valid (adj), or to **validate** (v) also means that the information has support or is proven to be correct.

Many have said that computers brought on the “age of information.” Search for almost any thing in libraries, books, and on the Internet, and you will have more information than you know what to do with. Some of it will be **valid**, but your search will also bring up many unsubstantiated opinions.

How do you know the difference? If you are going to base your grade or your reputation on something, make sure you have the facts. Do not write a report on how elephants can fly because you saw the movie, *Dumbo*. Check out your information; know the source.

What is information?

Information is something that one person knows and he or she wants to pass it on to another person so that that person will know it. Usually it is meant to make someone smarter. But information can also be used to deceive or just to sell newspapers. Unfortunately, many people believe incorrect information just because it is in print.

You must know your source.

Types of Information

The best information is **first hand** information; you experienced something for yourself. You saw either an event or an experiment that happened with your own eyes. This makes you an original source. Examples would include information that you have **substantiated**: by conducting polls or surveys personally; by collecting data and making your own determinations; or, by experiments you conducted personally. You take this information and write your **perspectives** on what you saw or figured out into a report, news article, autobiography, or so on.

The next best information is **second hand** information. You were not there but you consult someone who was (either personally by interviewing them, or by reading their writings). This is what most researchers use, because it cuts down on the work involved to draw on someone else’s work. Examples of this type of information are what you would find in: books written on the subject; autobiographies; Internet subscription databases and regular websites; newspapers

Appendix H, page 2

containing unbiased information or facts; news magazines such as Time Magazine or Newsweek; and, magazines and journals, either in print or online.

The biggest problem with second hand information is that a person's *perspective* is now involved. Policemen will tell you that if five people saw a car accident actually happen, the investigators will get five different stories. Each person is truthfully telling what he or she saw, but it may or may not be what actually happened. The police have to then put the stories together with whatever evidence they find to figure out what actually happened. That is why you want to check your data. You want more than one source that confirms the same facts.

The most common type of information that people use in their lives is third hand information. This is any information that is not first or second hand. Again, it takes even less work than second hand information. This information is filtered through even more *perspectives* and is often not *validated*. Many of the less *credible* websites rely on *common knowledge* and personal opinion, not research, for their 'facts.'

Again, it is very important to check out the source.

Third hand information can still be very credible. Often authors are paid to summarize volumes of information to put into textbooks, encyclopedias, biographies and dictionaries. Since they are being paid, they make sure to get the facts right. But their idea of what is important, what to leave in or take out can keep the reader from getting the whole picture. This is why it is good to look up information in more than one source. Information written or published by someone at a college or university website, or a database that your library subscribes to, is going to be more *credible* than a personal website titled something like *Betty's Bits: Information on My Favorite Topics*.

Any information can be *validated* by a little more research and by making sure the source of your information is *credible*.

Appendix I, page 1
What Information?

Common knowledge
Perspective

Credible
Valid

Substantiated
Validate

Short Answer

Write one to four word answers

1. Which four words prove that your information is correct?
2. If your source of information is printed on a college web site, do you need to check another source?
3. If three different college or university web sites have the same facts, you can be very sure that the information is right or wrong.

True or False

Write True or False after each statement.

4. You never want to use your perspective for information in your reports?
5. Third hand information is best because more people know it.
6. Not all of the information you find on the internet is credible information.
7. First hand information always gives you the true picture.
8. Walt Disney movies are not usually a credible source of information.
9. Common knowledge is always true facts.
10. Unsubstantiated means that something does not have proof.

KEY

*Common knowledge
Perspective*

*Credible
Valid*

*Substantiated
Validate*

1. Which four words prove that your information is correct?
Credible, substantiated, valid, validate
2. If your source of information is printed on a college web site, do you need to check another source?
Yes. You should always check more than one source.
3. If three different college or university web sites have the same facts, you can be very sure that the information is right or wrong. *Right*

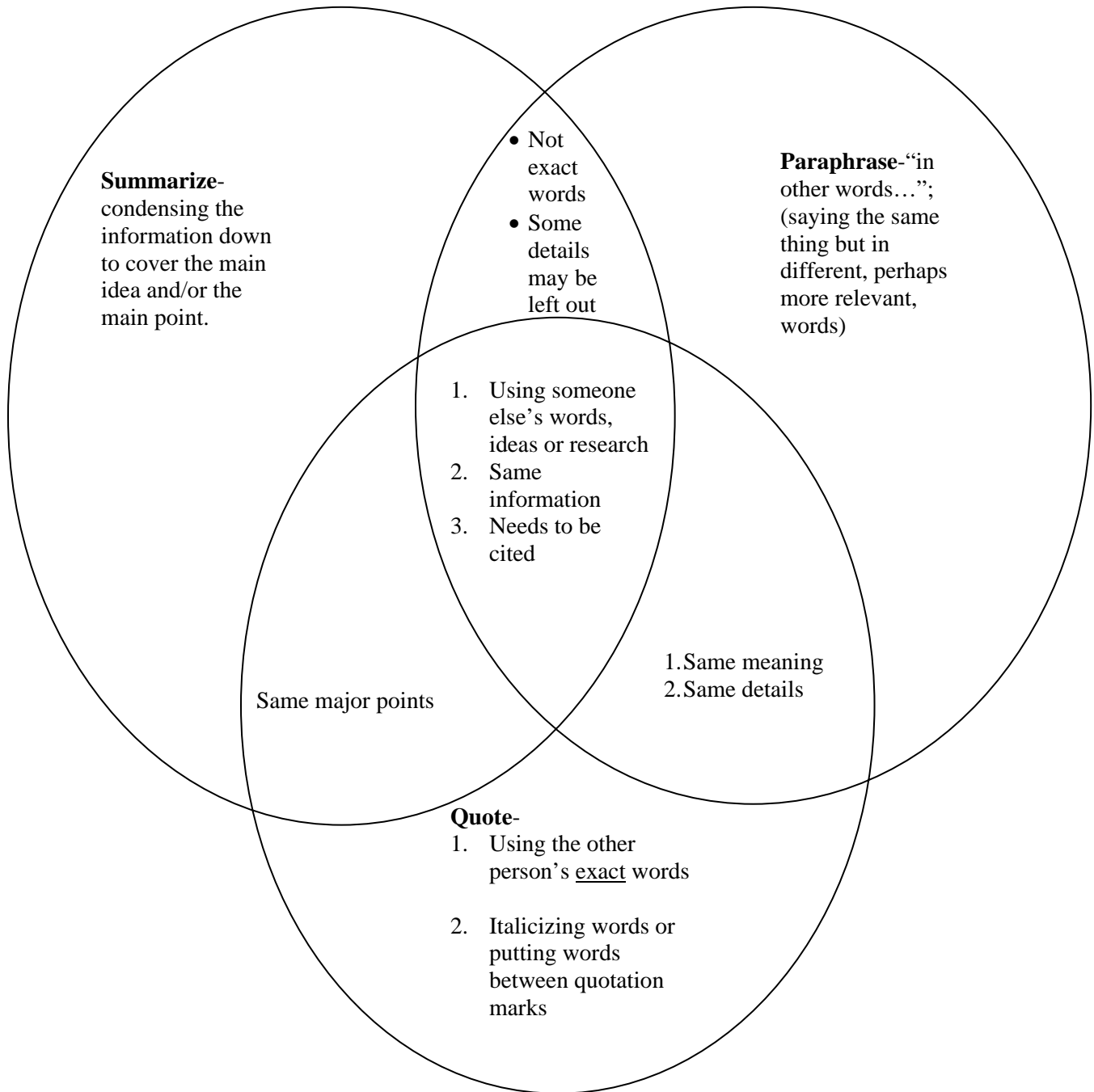
True or False

Write True or False after each statement.

4. You never want to use your perspective for information in your reports?
False
It is impossible not to use your perspective.
5. Third hand information is best because more people know it. *F*
6. Not all of the information you find on the internet is credible information. *T*
7. First hand information always gives you the true picture. *F*
8. Walt Disney movies are not usually a credible source of information. *T*
9. Common knowledge is always true facts. *F*
10. Unsubstantiated means that something does not have proof. *T*

Appendix J

Venn Diagram



Appendix K, page 1
Trip's Journal

The note or quote	Cite information: Author's name, if known Title of the work or material Name of the periodical [or website] Volume or issue number, if any Date of publication Page or paragraph numbers, if given Date you found it and the URL

Appendix K, page 2
Trip's Journal

The note or quote	Cite information: Author's name, if known Title of the work or material Name of the periodical [or website] Volume or issue number, if any Date of publication Page or paragraph numbers, if given Date you found it and the URL

Appendix L
Choosing When to Give Credit

Need to Document (Cite)	No Need to Document
<ul style="list-style-type: none"> • When you are using or referring to somebody else’s words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium • When you use information gained through interviewing another person • When you copy the exact words or a "unique phrase" from somewhere • When you reprint any diagrams, illustrations, charts, and pictures • When you use ideas that others have given you in conversations or over email 	<ul style="list-style-type: none"> • When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject • When you are using “common knowledge”— folklore, common sense observations, shared information within your field of study or cultural group • When you are compiling generally accepted facts • When you are writing up your own experimental results

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Appendix M
MLA Online Article Citing

“To cite an article from an online journal, magazine, or newspaper, begin with the author’s name, if known; the title of the work or material, in quotation marks; the name of the periodical” [or the name of the website]”, underlined or italicized; the volume or issue number, if any; the date of publication; and the page or paragraph numbers, if given. End with the date of access and the URL, in angle brackets.”

Browning, Tonya. “Embedded Visuals: Student Design in Web Spaces.” Kairos: A Journal for Teachers of Writing 2.1 (1997). 9 Oct. 1997 <http://english.ttu.edu/kairos/2.1/index_f.html>.

(This quote and example are from Andrea A. Lunsford, page 386)

Students: Exact punctuation is also required; notice where the periods and commas are located in the above example.

Appendix N

Search Engines

www.ask.com (AskJeeves.com will also work)
www.yahoo.com
www.msn.com
www.aol.com
www.dogpile.com
www.google.com

1. Ask Jeeves 

Allows users to search by question, phrase, or term

2. Ask Jeeves for Kids 

Natural language question answering site for children 7-14

www.ajkids.com –

1. Dogpile 

Multi-engine semi-parallel search interface; searches logically through several search engines until 10 matches are found.

www.dogpile.com -

1. Google 

Search engine employs text-matching techniques to find pages that are both important and relevant to a user's search.

www.google.com -

2. Google Image Search 

Search pictures and images on the Web.

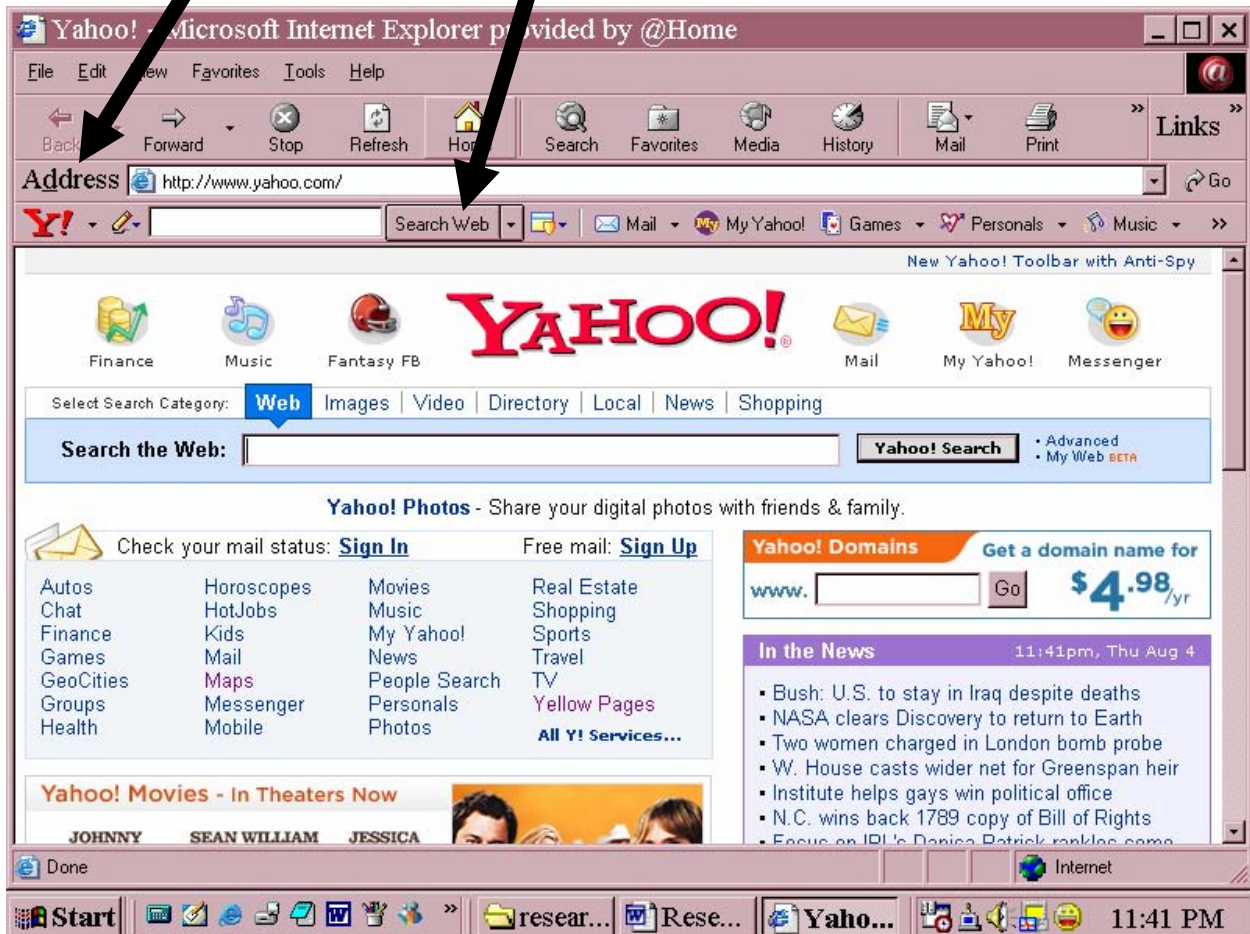
images.google.com –

Appendix O, page 1

Screen Shots

Screen shot 1

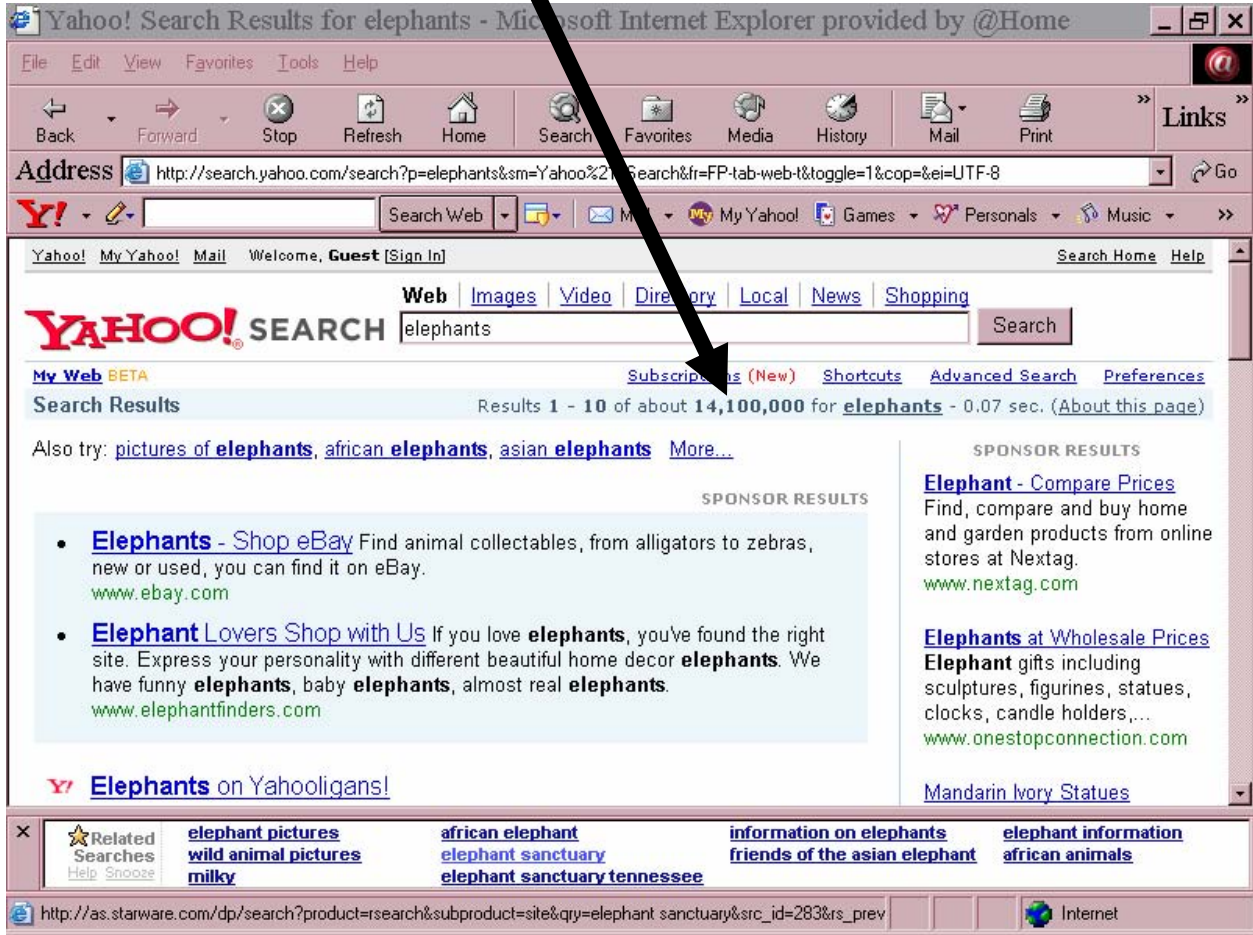
The address line; the search the web button



Appendix O, page 2

Screen Shot 2

Hit results number



Appendix P

Thesis Statement Example

The bold lettering is what you need to do. The un-bolded lettering is my examples.

Your thesis statement

Elephants are the real “man’s best friend.”

Note 1

”Elephant handlers in the tsunami-devastated resort area of Khao Lak said on Monday they owed their lives to their animals' sixth sense, which also saved five Japanese tourists from the deadly waves.”

Citing information 1

Barton, Jack. “Elephants saved humans from tsunami.” [iAfrica.com](http://iafrica.com/news/worldnews/402834.htm) (2005). Aug. 31, 2005 <<http://iafrica.com/news/worldnews/402834.htm>>.

Note 2

“While heavy machinery works on the tangled wreckage that used to be posh seafont resorts, some areas are too muddy or hilly for anything other than 4 foot drive.”

Citing information 2

Associated Press. “Elephants Clear Tsunami Debris.” [Fox New .com](http://www.foxnews.com/story/0,2933,143165,00.html) (2005). Aug. 31, 2005 <<http://www.foxnews.com/story/0,2933,143165,00.html>>.

Note 3

“The elephant smells dead bodies and points the mahots to them,” said Nurdin, 37, who like many Indonesians uses one name. Fourteen handlers from the Saree preserve have been working with the elephants. “The mahot and the elephant just become one-to go left and right. The elephant just understands what we are saying,” he said.”

Citing information 3

Unknown. “Elephants aid tsunami search.” [USA Today](http://www.usatoday.com/news/gallery/2005/01-28-elephants/flash.htm) (2005). Aug. 31, 2005 <<http://www.usatoday.com/news/gallery/2005/01-28-elephants/flash.htm>>.

Your name: _____

Appendix Q, page 1
Final Exam, Part 1

Short answers: Just use a few words or a sentence to answer the questions. 2 points each, unless otherwise stated.

1. What is the first step in the research process?
2. Why is it important to brainstorm before gathering information?
3. What is meant by Online?
4. What is a URL?
5. Define these homonyms: (3 points)

sight,
site (as in web site)
cite
6. Why is citing resources important?
7. What is plagiarism?
8. What is Copyright?
9. What is a thesis statement?
10. What is a database?
11. What is a subscription?
12. After going through this unit, how do you dogpile?
13. How do you google?
14. What is a home page?
15. Define perspective.
16. Define image.
17. Define credible.
18. Compare and contrast summarize, paraphrase and quote, (6 points)

Appendix Q, page 2
Final Exam, Part 2

This part will be done on the computer. Follow the instructions on the list. When you have completed the list, print it out and turn it in. Each number is worth 5 points for a total of 50 points for this part.

1. Open a word document
2. Type your name at the top
3. Find the home page of your local library.
4. Make a screen shot and paste it onto the word document

By searching the internet, answer these questions. Go down a few lines from the screen shot. Type the answers in complete sentences. For instance, for the first question you would type, "The famous theater where Shakespeare performed his plays was the _____. (Fill in the blank)

5. Get the URL of an online dictionary.
6. What famous theater is where Shakespeare performed his plays?
7. Who wrote the book, *Oliver Twist*?
8. When was the poet, Robert Frost, born? In what city?
9. Find a poem by Shel Silverstein. Copy and paste a section of it here.
10. Do not forget to also copy and paste the URL.

Appendix Q, page 3
Final Exam, Part 1 KEY

Short answers: Just use a few words or a sentence to answer the questions. 2 points each, unless otherwise stated. *Answers will vary*

1. What is the first step in the research process? *Understand the assignment*
2. Why is it important to brainstorm before gathering information? *You need know where you are going before you start driving*
3. What is meant by Online? *Being connected to a network or the internet*
4. What is a URL? *Universal Resource Locator; the name of the address of a website*
5. Define these homonyms: (3 points)

 sight, *vision using the eye*

 site (as in web site) *a location*

 cite *to document*
6. Why is citing resources important? *To be sure one does not plagiarize; to give credit to the one who did the work*
7. What is plagiarism? *To steal someone else's ideas or words and say they are one's own*
8. What is Copyright? *It is legal rights and ownership of a work such as writing, art, or music*
9. What is a thesis statement? *the statement at the beginning of an essay, term paper or speech that puts forth the belief or idea that the author intends to prove*
10. What is a database? *A large collection of data that is organized for easy search and retrieval*
11. What is a subscription? *Prepaid use or delivery of something on a regular basis*
12. After going through this unit, how do you dogpile? *You type dogpile.com in the address space*
13. How do you google? *You type google.com in the address space*
14. What is a home page? *Page one of a web site (it is not always the first page to show up)*
15. Define perspective. *How one sees things physically, emotionally or mentally*
16. Define image. *A graphic or a picture*
17. Define credible. *Something that has reasonable proof*
18. Compare and contrast summarize, paraphrase and quote, (6 points) *All must be cited, all use someone else's words; summarize is restating only the main points, paraphrase is restating in different words, quote is word for word and placed in quotes or italics*

Appendix Q, page 4
Final Exam, Part 2 KEY

This part will be done on the computer. Follow the instructions on the list. When you have completed the list, print it out and turn it in. Each number is worth 5 points for a total of 50 points for this part.

1. Open a word document
2. Type your name at the top
3. Find the home page of your local library.
4. Make a screen shot and paste it onto the word document

By searching the internet, answer these questions. Go down a few lines from the screen shot. Type the answers in complete sentences. For instance, for the first question you would type, "The famous theater where Shakespeare performed his plays was the _____. (Fill in the blank)

5. Get the URL of an online dictionary.
Answers will vary
<http://www.m-w.com/dictionary.htm>
6. What famous theater is where Shakespeare performed his plays?
Globe
7. Who wrote the book, *Oliver Twist*?
Charles Dickens
8. When was the poet, Robert Frost, born? In what city?
1874; San Francisco
9. Find a poem by Shel Silverstein. Copy and paste a section of it here.
10. Do not forget to also copy and paste the URL.
Answers will vary

Boa Constrictor

Oh, I'm being eaten
By a boa constrictor,
A boa constrictor,
A boa constrictor,
I'm being eaten by a boa constrictor,
And I don't like it--one bit.

<http://www.poemhunter.com/p/m/poem.asp?poet=13168&poem=176987>