Research Project Guide
A Handbook for Teachers and Students

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

Written and Compiled by:
Louise Lankau, Ruth Parrish, Linda Quillin, and Susan Schilling with input from the Humble ISD Library Group. Special thanks to Kathye Milburn for help with word processing and Gina Daigle (Secondary Language Arts Coordinator) for her support and assistance with Research TEKS objectives and District writing initiatives.

Table of Contents

S
u
p
e
r
3

Plan

Do

Review

Super3: Beginning – Plan what you are going to do

Choose a Topic: A good topic should have enough available information at the student's grade, and interest level. The student will understand that…
- a topic supports a unit of study
- topic information comes from books, computers, and people

Choose Subtopics: A good subtopic allows the student to decide what he/she wants to know about topic. Subtopics for primary level can be in question format: e.g. what does my animal look like, w does my animal live, etc. The student will understand that…
- questions support the topic
- questions are the result of brainstorming or finding information within library resources
-

Super3: Middle – Do it

Select Sources: A good source is one that matches the reading level of the student and has info that supports the topic and subtopics. The student will understand that…
- a source has information about the topic
- a source should be preselected by the teacher or librarian
- it is important to give credit to each source of information

Read/View/Think/Write/Create
- Read or view a "chunk" with your pencil down (for primary age, a chunk is a few sentence
- Think about what was read or viewed
- Select only what is important to answer the questions
- Write down only the important facts that answer the questions
- Give credit to the source: author, title, copyright date.
- Create your project: picture, data sheet, computer activity, etc.

Super3: Review what you did

Evaluate Work: Before handing in the assignment, students should stop and think about their assignment. The student should check their work asking the following questions…
- Did I do what I was supposed to do?
- Did I check my spelling and do my work neatly?
- Is my job complete and did I put my name on the project?

TEACHER TIPS
- Include your librarian in the planning of the project and in the teaching of research skills
- Use the sample planning sheets, graphic note taking organizers, documentation sheets, product ideas, and evaluation forms that are included in the guide.
- Be aware that giving your students opportunities to learn research skills not only meets TEKS objectives but also helps them become better problem solvers, critical thinkers, and decision makers.

Meeting Date _____

RESEARCH PLANNING

Teacher _____   **Subject** _____

Number of Classes _____   Number of Students _____

Topic _____

Content Objectives (What do you want your students to learn?)_____

_____

Dates and times in the library

_____

Please circle the resources you want your students to use: non-fiction books f
regular collection, encyclopedias, online encyclopedias and other online datab
magazines, pre-selected internet sites

Please circle the lessons the librarian should review with students: parts of bo
note taking, use of online catalog, searching electronic databases, use of
encyclopedia, citing sources, other _____

What will the research product be? _____

How will the project be evaluated? _____

Super 3

Beginning - Plan what you are going to do

In the beginning, when students receive a research assignment, they should first think:

- What am I supposed to do?
- What will the result look like if I do a really good job?
- What do I need to find out about in order to do the job?

Big6 steps:
o Task Definition
o Information Seeking Strategies

Middle –Do it

In the middle, students DO the activity. They read, view, tell, make a picture, etc.

Big6 steps:
o Location and Access
o Use of Information

End – Review what you did

Finally, before the assignment is completely finished and turned in, students should again stop and think – Is this done?

- Did I do what I was supposed to do?
- Do I feel OK about this?
- Should I do something else before I turn it in?

Big6 Steps:
o Synthesis
o Evaluation

Name: _____   Teacher: _____

TOPIC: OCEAN ANIMAL

SUPER 3: PLAN, DO, REVIEW

PLAN:

I will answer the following questions.

1. My ocean animal lives _____

2. Is my ocean animal a fish or a mammal? _____

3. Why is it a fish or a mammal? _____

_____

I will draw a picture to illustrate my ocean animal and I will write three sentences on the back to describe my ocean animal.

Circle your sources of information.

Book   **Computer**   **Person**
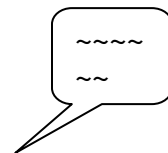
REVIEW:

Is my work neat?   _____Yes   _____No.

Is my information correct?   _____Yes   _____No

ABOUT MY ANIMAL: _____

It looks like _____

_____.

It lives _____

_____.

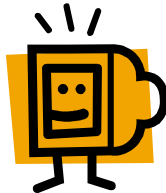It sounds like _____

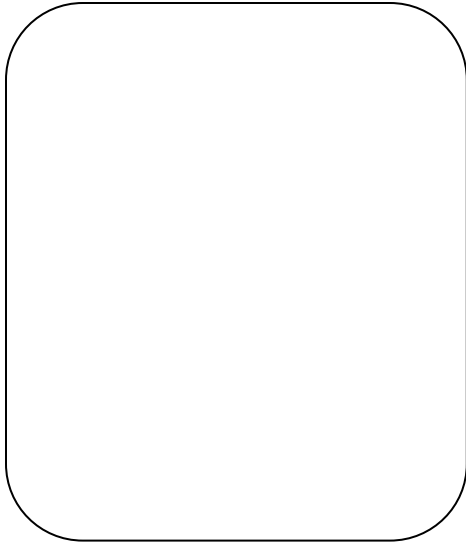_____.

It eats _____

_____.

It needs _____

_____.

It has _____

_____

The most important thing I learned is _____

_____

Circle your sources of information.

This is a picture of

_____

who is an expert on

_____

I learned that…_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Find the Best Sources

Use OPAC to find library books on your topic. Write down the titles and their call numbers in the spaces   below.

Call #	Title of book or other resource

Look in online databases to find information about your topic.
These sources will have the **best** information! You can find links to them on your library homepage.

Britannica Online School Edition	Look for the elementary level articles. You can also find video clips and related internet sites.
Searchasaurus	Find magazine and newspaper articles, primary source documents, an animal encyclopedia, a general encyclopedia, and an image library.
FACTS ON FILE ON-LINE	A reference database for the following subjects: health, history, geography, career exploration, science. You'll find maps, diagrams, timelines, and images.
KidsPage	Find information about all subjects in this database. You will also find some great library activities!

Ask your teacher or librarian for a list of recommended websites on your topic. If you use search engines such as Google or Ask Jeeves, learn to evaluate the websites that you find. See pages 51-61 for detailed description of these resources.

WHAT SOURCES DO I USE?

PRINT	NONPRINT	FIELD TRIPS	ONLINE
Atlas	**DVDs**	Farm	Research Databases
Biographies	Globes	**Museum**	
Books	**Models**	**Zoo**	▪ **Britannica Online**
Diagrams	**People/Experts to interview**		▪ **NewsBank**
Dictionary			▪ **EBSCO**
Encyclopedias	**Videos**		▪ **Searchasaurus**
Graphs			▪ **Facts on File**
Magazines			▪ **Check with your librarian for current databases**
Maps			
Pamphlets			
Photographs			
Pictures			
Textbooks			**Pre-selected Internet sites**

Trash and Treasure

The objective of this lesson is to help students select relevant information when taking notes and to stay on topic.

Introduction: Prepare a backpack with items that would be useful for a camping trip (treasure) and those that would not be necessary (trash). As you pull the objects from the backpack, ask the children if it would be helpful for camping or is it taking up valuable space. When the backpack is empty, you will have two groups of objects, your trash and treasure for your topic that is going on a camping trip. Emphasize that objects in your trash might be important at another time, but that you need to stay on the topic of camping.

Examples of camping treasures: compass, flashlight, poncho, nonperishable foods, manual can opener.

Examples of camping trash: video, frozen dinner pkg., glue, stapler, breakable plate.

This lesson may be modified for many adventures such as a beach bag full of trash and treasure items for a day at the beach, or a shopping bag with necessary and nonessential materials to prepare for getting a pet.

Explain that effective note taking is the same process as choosing useful items for going camping. You must remember what is important (your topic) and select only treasure words.

Note Taking Technique

Make a transparency of an age appropriate encyclopedia or factual article. Give the children copies to practice with as you demonstrate.

1. Select a question that is a main topic in the article. For example an article on giraffes could have the topic of "What does a giraffe look like?"
2. Inform the students of the topic question and ask them to read the article.
3. Read the first sentence together. Go through each word of the sentence circling only words that are "treasure". (What a giraffe looks like.)
4. Continue in this manner until the article is finished, emphasizing the need to stay on the topic question.
5. Count the circled words that would be useful if you were doing research on what a giraffe looks like. You will not have as many treasure words, but these are the important ones for your topic.
6. As an extension, ask the students to write all of their circled words at the top of their papers.
7. Using these words, have students write a paragraph about what a giraffe looks like.

This activity was adapted from Barbara Jansen's original Trash and Treasure idea.

How They Look:
Giraffe

Everyone knows the giraffe by its big brown spots and its long neck. That amazing neck has the same number of bones as your neck-seven. But they are spaced far apart.

Both male and female giraffes have four small horns. They grow in two pairs, and they are covered by skin and hair. No other animal has horns like a giraffe's.

The giraffe has large, heavy feet and large eyes and ears. The average adult giraffe weighs nearly 1800 pounds.

Stone, Lynn M. Giraffes. Vero Beach: Rourke Corporation, Inc., 1990.

How They Look:
Giraffe

Everyone knows the giraffe by its big brown spots and its long neck. That amazing neck has the same number of bones as your neck–seven. But they are spaced far apart.

Both male and female giraffes have four small horns. They grow in two pairs, and they are covered by skin and hair. No other animal has horns like a giraffe's.

The giraffe has large, heavy feet and large eyes and ears. The average adult giraffe weighs nearly 1800 pounds.

Stone, Lynn M. <u>Giraffes</u>. Vero Beach: Rourke Corporation, Inc., 1990.

Primary Notetaking
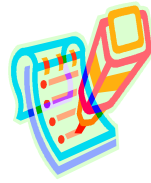
Name _____

Topic _____

Question 1. _____

Note _____

Note _____

Question 2. _____

Note _____

Note _____

Question 3. _____

Note _____

Note _____

Sentences _____

_____

_____

_____

_____

Primary Source Sheet
(MLA Format Simplified for Younger Learners)

Name_____

Book: MLA Style Citation

Author: (last name) _____ ,

(first name) _____

(middle name or initial)_____ .

Title: (<u>underlined</u>)_____

_____ .

Copyright year: _____ .

Example: Sampson, Jill. <u>Zebras</u>. 2004.

Name_____

Computer Source: MLA Style Citation

Title of web site or database: "_____

_____ " .

Date of access: Day_____

Month (abbreviated to three letters)_____

Year _____

URL: <Web site address in angle brackets>

< _____ > .

Example: "Abraham Lincoln." 3 Mar. 2004 < http://www.ushistory.com >.

How Did I Do: Primary

Did I learn something new?

😊 😐 ☹️

Did I enjoy this project?

😊 😐 ☹️

Did I do by best?

😊 😐 ☹️

I thought that…._____

_____

_____

_____

_____

_____

_____

_____

Intermediate Research Process

The Big 6 Information Problem Solving Process

Big6: 1 Task Definition

Topic: The task involves selection of a topic. A good topic has enough available information at the student's grade, ability, and interest level. The student will understand the topic and where to look for topic ideas.
- Locate ideas in teacher's list, textbooks, library sources
- Find at least three different sources: books, online resources, experts

Subtopic: A good subtopic answers: What do I want to know about my topic?
- o Person: Early life, education, accomplishments
- o Place: history, leaders, government, people, economy
- o Thing: Who, what, why, where, why/how
- o Specific subtopics: Locate in general sources such as encyclopedias

Big6: 2 Information Seeking Strategies

Sources: A source is readable by the student and has information that matches the topic and subtopics.
- Sources: anything and everything used for information
- Formats: the form information comes in
  - o Print: books, references, magazines, newspapers, etc.
  - o Nonprint: Videos, software, research databases, internet sites

Big6: 3,4 Location & Access, Use of Information

Read/ Think/Select/Write
- Read or view a "chunk" with your pencil down (for intermediate age, a chunk is a paragraph)
- Think about what was read. What was important?
- Select key facts from each "chunk" to match subtopics. (No sentences – only key words or important facts)
- Write down only the important facts that answer the questions
- Give credit to the source: author, title, copyright date.

Big6: 5 Synthesis

Organize notes. Create rough draft/Create Final Product
- Sort notes into subtopic sections
- Move them into logical order for writing
- Create a "sloppy copy" of product (written report, poster, multimedia project, etc.)
- Create final research product and include list of sources

Big6: 6 Evaluation

Ask: Before handing in the assignment, students should stop and think about their assignment. The student should check their work asking the following questions…
- How well is my project organized?
- Did I have enough reliable information?
- Am I proud of my project?

TEACHER TIPS
- *Include your librarian in the planning of the project and in the teaching of research skills*
- *Use the sample planning sheets, graphic note taking organizers, documentation sheets, product ideas, and evaluation forms that are included in the guide.*
- *Be aware that giving your students opportunities to learn research skills not only meets TEKS objectives but also helps them become better problem solvers, critical thinkers, and decision makers.*

Collaborative Planning Template

UNIT/LESSON TOPIC: _____

Teacher: _____

Project _____

#Students _____   Time: _____ #Days _____

Librarian Preparation	**Teacher Preparation**

____Collaboratively plan unit/lesson with teacher.
 	
____ Provide research lesson plans and materials.
 	
____ Prepare student handouts.
 	
____ Preview/locate sources.
 	
____ Collaboratively guide students through the research process, teaching lessons, as needed
 	
____ Provide as-needed technology instruction and assistance
 	
____ Other _____
 	
                    _____
	____ Meet with librarian to plan project
	
	____ Prepare project requirements
	
	____ Assist with suggesting or locating topics and sources
	
	____ Pre-teach unit concepts
	
	____ Help track students' progress
	
	____ Monitor on-task behavior and student discipline
	
	____ Provide evaluation rubric for project
	
	____ Other _____
	
	                  _____

Elementary Research Organizer

Name: _____   Teacher _____

Task Definition

1. What is my topic?

_____

2. What questions do I need to answer?

_____

_____

_____

_____

Information Seeking Strategies   **Location & Access**

Where can I find what I need?

Sources:

☐ Textbook

☐ Library Book

☐ Research Databases

☐ Internet Sites

☐ Other _____

_____

How do I find information within these sources?

☐ I checked the table of contents in textbook

☐ I checked the table of contents and index in library books

☐ I thought up keywords to type in database search boxes

☐ I used internet sites that my teacher or librarian suggested.

Use of Information   **Synthesis**

I took notes using:

☐ data chart

☐ notebook paper

☐ a computer

I gave credit to my sources
using:

☐ Book Source Sheets

☐ Computer Source Sheets

My finished project will be a:

☐ Completed data chart
☐ Written report
☐ Poster
☐ Multi-media project
☐ K-W-L chart
☐ Kidspiration chart
☐ Pamphlet or Brochure
☐ Book
☐ Timeline
☐ Mobile
☐ Collage
☐ Picture
☐ Other _____

Did I do a good job? (all should be checked before assignment is turned in)

☐ Did I do what I was supposed to do?

☐ Do I feel okay about the job I've done?

☐ Did I do my best?

☐ My job is complete and my name is on it.

Good Job!

Adapted from:
Eisenberg, Michael and Robert Berkowitz. *The Big6.* *Worthington, Ohio: Linworth, 1999.*

Big6™ Research Steps

1. Task Definition
Write your topic._____

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

1)_____

2)_____

3)_____

4)_____

What kind of a research product will you complete?_____

2. Ways of Finding Information
What are my best sources of
information?_____

_____

3. Location and Access
Where are the sources I need? _____

_____

How do I find the information in each source? _____

_____

4. Use of Information
Read, listen, or view information from sources.
Choose necessary information and take notes.

5. Synthesis
Organize all necessary information about your topic.
Create a product that shows what you learned.

6. Evaluation
Did you do a good job?_____

What did you do best?_____

How could you have done better?_____

Adapted from: Eisenberg, Michael and Robert Berkowitz. The Big6. Worthington, Ohio: Linworth, 1999

Choosing Your Topic

Consider the following when choosing a topic for research.

1. **Do I understand the assignment?**
   What are my teacher's expectations? If you aren't sure about what needs to be done, ask questions to clarify the assignment.

2. **Am I interested in the topic?**
   Select a topic that you want to know more about. You will spend a lot of time with the topic, so choose one you will enjoy researching. A pleasurable topic will be reflected in the quality of your product and your grade.

3. **Do I need to narrow my topic?**
   You can't possibly research everything written about most topics. Concentrate on one main idea.

   Narrow your topic by thinking big to small. For example, the broad topic of "Oceans" could be narrowed to "Ocean Life" to "Animal Ocean Life" to "Ocean Mammal Life" to "Dolphins" to "Bottle-Nose Dolphins".

4. **Do I need to broaden my topic?**
   If you have difficulty finding information on your topic, you may need to think on a larger scale. What other broad subjects would include your topic? For example your search for "Hurricane Alicia" resulted in little information. By expanding your topic to "Texas Hurricanes" to "Gulf Coast Hurricanes" to "North American Hurricanes", you will increase your amount of information.

5. **What is the purpose of my research?**
   Keep in mind what exactly you are assigned to do. Is the purpose to inform, to explain, to defend, or to entertain?

6. **Do I have any questions about my topic?**
   Before you begin, write down a list of questions you want to answer. This will help guide you in your research.

Topic Questions
What do I want to learn?

Name:_____

Topic: _____

List questions that you would like answered about your topic during your research.

1._____
_____

2._____
_____

3._____
_____

4._____
_____

5._____
_____

6._____
_____

7._____
_____

8._____
_____

9._____
_____

10._____
_____

Find the Best Sources

Use WebCollection Plus to find library books on your topic. Write down the titles and their call numbers in the spaces below.

Call #	Title of book or other resource

Look in online databases to find information about your topic.
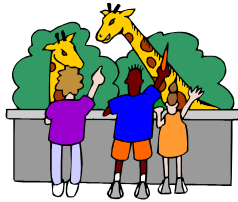These sources will have the **best** information! You can find links to them on your library homepage.

Britannica Online School Edition	Look for the elementary level articles. You can also find video clips and related internet sites.
Searchasaurus	Find magazine and newspaper articles, primary source documents, an animal encyclopedia, a general encyclopedia, and an image library.
FACTS ON FILE ON-LINE	A reference database for the following subjects: health, history, geography, career exploration, science. You'll find maps, diagrams, timelines, and images.
KidsPage	Find information about all subjects in this database. You will also find some great library activities!

Ask your teacher or librarian for a list of recommended websites on your topic. If you use search engines such as Google or Ask Jeeves, learn to evaluate the websites that you find.

See pages 51-61 in Middle School Guide for detailed description of these resources.

WHAT SOURCES DO I USE?

PRINT	NOPRINT	FIELD TRIPS	ONLINE
Almanac	**DVDs**	Farm	Research Databases
Atlas	Globes	**Museum**	
Biographies	**Models**	**Zoo**	▪ **Britannica Online**
Books	**People/Experts to interview**		▪ **Enciclopedia Universal en Espanol**
Catalogs	**Radio**		▪ **NewsBank**
Diagrams	**Slides**		▪ **EBSCO**
Dictionary	**Videos**		▪ **Searchasaurus**
Encyclopedias			▪ **Facts on File**
Graphs			▪ **Check with your librarian for current databases**
Magazines			
Maps			
Newspapers			
Pamphlets			
Phone Book			
Photographs			
Pictures			
Surveys			**Pre-selected Internet sites**
Textbooks			

Traveling the World Web

NAME: _____   TEACHER: _____

URL (Internet address): http://_____

Site description:_____

_____

Answer the following questions based on information given on the site.

1. Were things easy to find?   Yes___   No___

2. Did you like the pictures?   Yes___   No___

3. Was credit given to the author?   Yes___   No___

4. Will students use this site?   Yes___   No___

5. Will teachers use this site?   Yes___   No___

6. Are many facts available?   Yes___   No___

7. This is a good internet site for school use.   Yes___   No___

Explain your answer (give reasons) _____

_____

_____

Extra: If the site has a date, write it here.
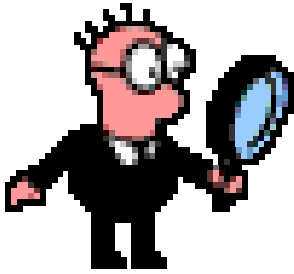
Looking for Keywords

Use keywords to find facts in encyclopedias

Instructions:
- Underline the key words in these questions.
- Then look up the answers.

1. Why was Thomas Edison famous?_____

2. Where are the Great Lakes?_____

3. Where do rattlesnakes live?_____

4. How big is a rhinoceros?_____

5. What is the world's longest river?_____

6. How is cheese made?_____

Were your searches successful?

GOOD JOB! ☺

Trash and Treasure

The objective of this lesson is to help students select relevant information when taking notes and to stay on topic.

Introduction: Prepare a backpack with items that would be useful for a camping trip (treasure) and those that would not be necessary (trash). As you pull the objects from the backpack, ask the children if it would be helpful for camping or is it taking up valuable space.

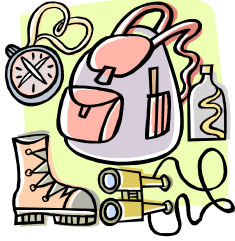When the backpack is empty, you will have two groups of objects, your trash and treasure for your topic that is going on a camping trip. Emphasize that objects in your trash might be important at another time, but that you need to stay on the topic of camping.

Examples of camping treasures: compass, flashlight, poncho, nonperishable foods, manual can opener.

Examples of camping trash: video, frozen dinner pkg., glue, stapler, breakable plate. This lesson may be modified for many adventures such as a beach bag full of trash and treasure items for a day at the beach, or a shopping bag with necessary and nonessential materials to prepare for getting a pet.

Explain that effective note taking is the same process as choosing useful items for going camping. You must remember what is important (your topic) and select only treasure words.

Note Taking Technique

Make a transparency of an age appropriate encyclopedia or factual article. Give the children copies to practice with as you demonstrate.

8. Select a question that is a main topic in the article. For example an article on bats could have the topic of "What does a bat look like?"
9. Inform the students of the topic question and ask them to read the article.
10. Read the first sentence together. Go through each word of the sentence circling only words that are "treasure". (What a bat looks like.)
11. Continue in this manner until the article is finished, emphasizing the need to stay on the topic question.
12. Count the circled words that would be useful if you were doing research on what a bat looks like. You will not have as many treasure words, but these are the important ones for your topic.
13. As an extension, ask the students to write all of their circled words at the top of their papers.
14. Using these words, have students write a paragraph about what a bat looks like.

This activity was adapted from Barbara Jansen's original Trash and Treasure idea.

BAT

The only mammal that flies is the bat. Because of this trait, bats are often mistaken for birds. Bat wings differ from bird wings, however, in that they are covered with skin, not feathers.

Physical characteristics

Bats vary greatly in size. The largest of the bats known as flying foxes has a wingspread as wide as 5 feet (1.5 meters). The wingspread of the tiny Kitti's hognose bat, however, is only about 6 inches (15 centimeters).

Bats also display variety in color, fur texture, and facial appearance. The muzzle often resembles that of a rodent or fox. The ears point forward and are usually very large. Bats have fur in shades of gray, tan, brown, or black on the back and in lighter shades on the sides.

Bats have long arms and hands, with especially long fingers. The fingers are joined by a thin membrane that extends from the arms to the tiny legs. This membrane serves as the bat's wings.

"Bat." Britannica Elementary Encyclopedia. 2004. Encyclopædia Britannica. <http://www.eb.com>

The only mammal that flies is the bat. Because of this trait, bats are often mistaken for birds. ==Bat wings== differ from bird wings, however, in that they are ==covered== with ==skin,== not feathers.

Physical characteristics

Bats ==vary== greatly in ==size==. The largest of the bats known as flying foxes has a ==wingspread== as wide as 5 ==feet (1.5 meters==). The wingspread of the tiny Kitti's hognose bat, however, is only about ==6 inches (15 centimeters).==

Bats also display ==variety in color==, ==fur texture==, and ==facial appearance==. The muzzle often resembles that of a rodent or fox. The ==ears point forward== and are usually very ==large==. Bats have fur in shades of ==gray, tan, brown,== or ==black== on the back and in lighter shades on the sides.

Bats have ==long arms== and ==hands==, with especially ==long fingers==. The fingers are joined by a ==thin membrane== that ==extends from== the ==arms== to the tiny ==legs==. This membrane serves as the bat's wings.

"Bat." Britannica Elementary Encyclopedia. 2004. Encyclopædia Britannica. <http://www.eb.com>

Sample Biography Notetaking Organizer
Intermediate

Name: _____

Topic: (Person's Name)_____

Early Years:

1._____
2._____
3._____
_____

Education:

1._____
2._____
3._____
_____

Accomplishments:

1._____
2._____
3._____
_____

Effect on Society:

1._____
2._____
3._____
_____

Interesting Facts:

1._____
2._____
3._____
_____

WHAT DOES PLAGIARISM MEAN?

Copyrighted information is protected by law. You must not copy

information from another source word for word. To steal and use

someone else's ideas or writings as one's own is plagiarism and is

against the law.

You can use your own words when getting information from another source. This is called summarizing. Just do not forget to give credit to the author/original source.

Instructions: Practice summarizing!
1. Find an encyclopedia article.
2. Read a small "chunk" – one paragraph
3. Choose just the most important information.
4. Summarize this information and write it down in your own words.

Your encyclopedia article:

Read just the first paragraph. Then summarize

Give credit to the source by writing down …

Author's name: _____

Title of encyclopedia article: _____

Name of encyclopedia set: _____

Edition: _____

Intermediate Source Sheet

(MLA Format Simplified for Younger Learners)

Name_____

Book: MLA Style Citation

Author: (last name) _____(comma),

       (first name) _____

       (middle name or initial _____(period).

Title: (<u>underlined</u>)_____(period).

Place of publication: _____(colon):

Name of publisher: _____(comma),

Copyright year: _____(period).

Example: Sampson, Jill. <u>Zebras</u>. New York: Scholastic, 2004.

Name_____

Encyclopedia: MLA Style Citation

Author: (last name) _____(comma),

       (first name) _____(period).

Title of article: (in quotes) "_____

_____."

Title of encyclopedia _____(period).

Edition date: (look on spine) <u>   ed.</u>

Example: Jones, John. "Zebras." <u>World Book</u>. 2003 ed.

Intermediate Internet Source Sheet
(MLA Format Simplified for Younger Learners)

Name_____

Website Source: MLA Style Citation

Title of web site: "_____
_____".

Date of access: Day_____
                 Month (abbreviated to three letters)_____
                 Year _____

URL: <Web site address in angle brackets>
     < _____>.

Example: "Abraham Lincoln." 3 Mar. 2004 <http://www.ushistory.com>.

Name_____

Database Source: MLA Style Citation

Title of article: "_____
_____".

Name of Database (underlined) _____(period).

Date of access: Day_____
                 Month (abbreviated to three letters)_____
                 Year _____

URL: <Database address in angle brackets>
     < _____>.

Example: "Abraham Lincoln." NewsBank. 3 Mar. 2004
         <http://infoweb.newsbank.com>.

How Did I Do?

How will I know I did a good job?

1. _____

2. _____

3. _____

4. _____

What did I do really well?

1. _____

2. _____

3. _____

4. _____

What could I do better next time?

1. _____

2. _____

3. _____

4. _____

How proud am I of my research project?_____

_____