MISSION: IMPOSSIBLE!
(OR NOT!)
THINGS ARE NOT ALWAYS AS THEY SEEM!

Seventh Grade
Introductory Research Project
Mrs. Haberling~~2008

MISSION: IMPOSSIBLE! (OR NOT!)
THINGS ARE NOT ALWAYS AS THEY SEEM...

THE SCENE:

History includes some very mysterious places, people, and events. Researchers have been trying to figure out these unsolved mysteries for years and decades-- and they have learned that the facts do not always lead to one solution. You are going to give it a try now-- because of your research, you will be on the trail of a HOT lead... one that is sure to solve the mystery for all time—at least that is what you think. Imagine the excitement when you break THIS big news to the whole world! You will be world famous, all because of your excellent researching and thinking!

YOUR MISSION:

Over the course of the next few weeks, all you super-sleuths-in-training will be researching the ins and outs of one of these unsolved historical mysteries—one that scientists and experts have spent much time hypothesizing about and many hours investigating, one that isn't solved, one that doesn't have just one right answer, but rather many possible solutions. **Your job will be to come up with one probable hypothesis and write this hypothesis into your research paper,** which will be the BREAKING NEWS we have all been waiting for. You will use the research you have found to explore one possible explanation for this mysterious place, person, or event. **By the way—KEEP EVERYTHING regarding this paper on your way to this mission-solving!**

WHERE THE RUBBER HITS THE ROAD:

Friday, Nov. 7– Introduction to project. Reading preliminary articles

Monday, Nov. 10– Research introduction; taking notes; keywords
Tuesday, Nov. 11— Learning how to use books-- the old fashioned resource that will surprise you!
Wednesday, Nov. 12–Library time to find information in books-- taking notes on source #1 & #2
Thursday, Nov. 13–Learning how to use databases (like MeL)
Friday, Nov. 14– Lab time to find information in databases on MeL-- taking notes on source #3 & #4

Monday, Nov. 17–Learning how to use the internet
Tuesday, Nov. 18—Lab time to find information on internet-- taking notes on source #5 & #6 (TODAY: Mrs. H checking first 3 sources and notes)
Wednesday, Nov. 19– Library time to find information and take notes-- finish up sources!
Thursday, Nov. 20—Library time to find information and take notes-- finish up sources!
Friday, Nov. 21—Checking all sources; making plan and brainstorming

Monday, Nov. 24— Rough draft of beginning-- at least 2 pages written today!
Tuesday, Nov. 25—Drafting-- learning about in-text documentation
Wednesday,Nov. 26— Help your family get ready for Thanksgiving-- clean the house, cook the food, etc
Thursday, Nov. 27– Eat TURKEY! Relax with your family. Take a nap!
Friday, Nov. 28—Get all your Christmas shopping done with the massive number of people at the mall (and don't forget your favorite English teacher:)

Monday, Dec. 1— Making your rough draft
Tuesday, Dec. 2—Making your rough draft (due Wednesday!)
Wednesday, Dec. 3—Checking draft; sharing draft; book talks in library for new IR round
Thursday, Dec. 4— Revising and editing
Friday, Dec. 5— Learning about a Works Cited Page; revise

Monday, Dec. 8—Using the rubric and samples; revise
Tuesday, Dec. 9—Presentation Introduction– planning a presentation
Wednesday, Dec. 10– Lab time to create visual aid for presentation
Thursday, Dec. 11–RESEARCH PAPER DUE!!
Friday, Dec. 12– Lab time to finish up visual for presentation

Monday, Dec. 15– Public Speaking How- To's
Tuesday, Dec. 16– Practice your speech! Visual aid DUE!! (dropped in Mrs. H's DROP FOLDER!)
Wednesday, Dec. 17– Presentations
Thursday, Dec. 18– Presentations
Friday, Dec. 19– Presentations

Thursday, December 11– Final paper DUE!
Celebrate! HOORAY!

 is a symbol that you will be getting **POINTS** for completing this step!

 is a symbol that this is a **KEY** piece of information you should read and remember!

SUPER SLEUTH TRAINING:

- Time management — following a schedule and keeping track of your progress
- Taking notes (What's important? What should I quote? What info. do I need?)
- Finding appropriate resources and reputable information (books, magazines, encyclopedias, databases, internet)
- Documenting sources in the paper (parenthetical source citation)
- Paraphrasing, direct quoting, using information in a research paper
- Using lead ins and lead outs when quoting
- Writing narrative research—telling a story, creating a narrator, character development
- Using source information
- Creating a works cited page
- Presenting your findings in an oral presentation with visuals

ACCEPTING A MISSION:

The Amber Room

Amelia Earhart

Atlantis

Bermuda Triangle

Crop Circles

D.B. Cooper

Death of the Dinosaurs

The Edmund Fitzgerald Shipwreck

The Hindenburg

The Curse of King Tutankhamen's Tomb

The Loch Ness Monster

The Destruction of the Maine

The Mary Celeste Shipwreck

Disappearance of the Mayas

Pyramids of Egypt

Roanoke Colony Disappearance

Shroud of Turin

Stonehenge

The Winchester Mansion

**Others approved by me BEFORE you begin to research!

SOME PRELIMINARIES...

My mission is _____

My group of researchers includes _____

_____

What is the mystery about this mission? What are some of the unknowns? This is the first thing you need to identify in order to put your best foot forward on this mission.

List the important, unsolved, mysterious parts of your mission & facts you learn from the resource you are given below :

_____

_____

_____

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_____

TAKE NOTE: You don't need ALL the information in every article or book you read!

When taking notes, you only need the IMPORTANT information– information that you think will help you to prove your point and solve the mystery. But how do you decide what's important? Ask yourself the BIG QUESTIONS... Who? What? Where? When? Why? How? If you can begin to answer some of these, you will be on your way to figuring out one possible explanation for this mystery!

Begin by asking some BIG questions about your topic below:

☐ 1. _____

☐ 2. _____

☐ 3. _____

☐ 4. _____

☐ 5. _____

☐ 6. _____

☐ 7. _____

☐ 8. _____

☐ 9. _____

☐ 10. _____

Now start to look for the answers to these questions... and as you go, ask more questions based on the information you find. Also check off the questions for which you find the answers.

This is the basis of GOOD RESEARCH—asking questions, wondering more, searching further, piecing together the evidence.

TAKING NOTES 101: JUST THE BASICS

Website—For Practice Only!

Author's last and first name _____

"Title of article" _____

Title of Site _____

Names of Editors (if there are any) _____

Day Month Year of Last Update or Copyright _____

Name of Sponsoring Company_____

Day Month Year You Found It _____

<URL of service> (to .htm or .html) _____

_____

NOTES in my own words (paraphrased) from this website:

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Words I would want to use WORD-FOR-WORD (quotes I like):

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_____
_____

PRACTICE FINDING BIBLIOGRAPHY INFO

BOOK

Author's last and first name _____

Title of Book _____

City of Publication_____

Name of Publishing Company _____

Year of Publication (also called copyright date) _____

REFERENCE MATERIALS (Encyclopedia, Dictionary)

Last and First Name of Author of Article or Entry _____

"Title of Article or Entry" _____

Title of Reference Book _____

Edition Number (#th ed.) _____

Year of Publication _____

DATABASE ARTICLE or ENTRY

Author's last and first name _____

"Title of Article" _____

Title of Original Source _____

Volume and Number of Original Source (v # n #) _____

Page Numbers of Original Source (p #)_____

Full Date of Magazine (Day # Month letters Year #) _____

Name of Database Service (like Infotrac, etc.) _____

Name of Service Provider (How you connected to the database) _____

Day Month Year When You Found It _____

<URL of service> (to .com, .net, or .org) _____

HOW DO I FIND APPROPRIATE RESOURCES?

Finding good resources is a matter of knowing a bit about your topic first—you have read a preliminary article, so you know a bit about your topic already (whew—one step down!).

Sometimes when you are searching, you find too much information. In the space below, write some words that will help you to NARROW your search if you find too much.

1. _____   2. _____

3._____   4. _____

5. _____   6._____

Sometimes when you are searching, you find too little information. In the space below, write some words that will help you to BROADEN your search if you find too little.

1. _____   2. _____

3._____   4. _____

5. _____   6._____

Now, when you are searching for information, you can search for MORE than just the topic words—for example, if your topic is Stonehenge, that is not the only word you can use to search—you can also search for the geographical location, other names for large gatherings of huge rocks, the time period, the religious connections, etc. The more key words you have, the more thorough your search will be!

It's unlikely that you will find all resources with the name of your topic emblazoned on the cover– so be sure to look in INDEXES, TABLES of CONTENTS, and BIBLIOGRAPHIES in the books and articles you find.

Where to search? Well, you have a few options. Some are better than others. And you can ALWAYS ask your useful English teacher, Mrs. Haberling, and your helpful librarians, Mrs. Ball and Mrs. Bolhuis, for help!

- Books (remember to check the index and the table of contents)
- Encyclopedias and other reference materials (remember to look up more than just your topic)
- Databases
- Educational or governmental websites (remember to use the resources Mrs. Ball suggests!)
- Other: magazines? newspapers? movies? an interview with an expert in your topic? journals?

As you have checked each kind of source and exhausted your resources, check them off the list above!

THE INTERNET IS NOT ALWAYS YOUR FRIEND! Remember, any one can post ANYTHING on the internet—just because it is out there doesn't mean it is true, reputable, or useable. EVALUATE all your resources by cross-checking—does the information you found appear anywhere else? Use the quick checklist below to help you decide if the internet sites you find are worth using.

- Author and site sponsor are known and reputable– they aren't trying to sell you anything
- Proper spelling and grammar
- Site is .edu or .gov, **not all <.com> and <u>never</u> <WIKI>!**
- Information current within last year or so
- Information is fair, objective, likely, reasonable, and supported
- Bibliography of resources is listed
- Information is supported by other resources (can you cross reference it– can you find it in other sources?)

Use a WIDE variety of resources—don't use JUST books, or JUST the websites. Look everywhere—use many resources. And search creatively! And keep on searching!

While you are finding resources with information in them, you will be taking notes that you think will be helpful to use in your paper. ONLY write down information that will be useful to you– don't try to write down everything!

Each day we are in the library, you should be able to find and take notes on at least ONE resource-- one book or one website or one database article or one reference article. I will be checking for resources and notes TWICE during the process of researching!

Remember your BEST FRIEND in this researching process right now is the FILE with the source pages in it. For each source, you will need a new paper on which to document your source information.

Red is for_____ like _____

Blue is for _____ like _____

White is for _____ like those you find with _____

DARK Blue is for _____ like those you find with_____

Remember, if you are using information from the source, even if it is in another source, make a new source page! Fill it out as completely as possible!

The Super Sleuth's Guide to Internet Research

For this project, you may use two types of Internet resources: *online or electronic databases* and *websites*.

Online or Electronic Databases

- A place to find _____ _____.

- Available by subscription to schools, libraries and other institutions.

- Just for living in Michigan, several databases are available at no cost to you through MeL, or

  _____ _____.

To access electronic databases available through MeL:

• Launch your Internet browser (at school, use Firefox).

• In the address bar, type in http://mel.org.

• On the right side of the page, select "MeL Databases."

• You will then see many databases listed alphabetically.

• Select one of the recommended databases below by double clicking on its name.

• If you are at home, you will be asked to login using a Michigan driver's license or

state ID number. This is where you can use any letter followed by any twelve

digits. Then click the "Login" button. This will take you to the database.

• If you are at school or a library, you will be taken directly to the database without

having to login.

Try these databases for your mystery research:

Database Name	Helpful Hints
SIRS Discoverer Deluxe	*Use tabs to view the type of article you need. Try the "WebFind Sites" tab to find links to reliable web sites on your topic.*
Kids InfoBits	*Use tabs to view the type of article you need.*

Database Name	Helpful Hints
SIRS Renaissance	*Intended for high school students; articles may be a little more difficult to read, but they may contain more information.*

OTHER DATABASE TIPS:

• You can print articles by using clicking on the print button or icon. Doing this rather than using "File: Print" will print a more printer friendly version of the document, wasting less ink and paper.

• You can email articles to yourself using the e-mail icon or button. This will allow you to easily access the articles at home. Please remember that you are not allowed to check your email on school computers.

WEBSITES:

• Finding reliable information on websites can be tough. Stick to the recommended search engines. They are student friendly, which will help you avoid spending days on the Internet sorting through a bunch of junk to find a little bit of valuable information.

Search Engine Name	URL
Yahoo! Kids	*http://kids.yahoo.com*
KidsClick! Web Search	*http://www.kidsclick.org*
Ask Kids	*http://www.askkids.com/*
Quintura for Kids	*http://kids.quintura.com/*
Infoplease	*http://www.infoplease.com/*

MY HYPOTHESIS

So you've done some of the research, you are becoming an expert on the important information about your mission, you have answered many of your questions, and you think you have a good idea of what could be one of the most likely solutions or explanations to this mystery... right? You know what the experts say are the top explanations, and you've decided which one you think all the facts point to.

In the space below, write down <u>some</u> of the <u>possible</u> explanations of or solutions to your mystery. Consider MORE THAN ONE:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

NOW, circle the one above that seems most likely to you, given what you know and the information you have found.

MY FACTS TO BACK IT UP

List the reasons why this seems like the best solution to your mystery in the space below (your facts that prove you are right... your evidence):

1.

2.

3.

4.

5.

6.

Go back to your notes pages... the ones on which you wrote all of your notes from your sources. **HIGHLIGHT** any of the information which seems to support your hypothesis. This will be the information that you will **USE** in your writing of the paper.

Now, when reading the example papers, jot down what you notice about the ways they are written-- these will be great ideas for you to pull from when you start to write!

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MY IDEAS FOR A STORY PERSPECTIVE

If that which you circled above is your hypothesis, how could you possibly tell this story? <u>Who</u> do you think would be a likely narrator? <u>What</u> do you think would make an interesting general story frame? <u>How</u> do you think this person would most likely be telling the research?

In the space below, do some brainstorming about possible ways to tell the story:

1. _____

2. _____

3. _____

Now choose one and brainstorm ideas for the story skeleton or outline below...

DOCUMENTING SOURCES IN THE PAPER

Pull out your source pages and notes. CIRCLE the first word on the page-- either the author's last name or the first important word of the title (not A, An, The).

THIS is the word you will use to <u>document</u> where you got your information.

When you are writing your mystery, you will be using MOSTLY information you did not originally know on your own. After all, that is what research is all about! In order to NOT PLAGIARIZE (like Blaze!), you MUST give credit to the people who gave you the information—the original authors of the material your read to get so smart! There is a correct way to do this! Let's learn how...

It will look like this for <u>a source with an author</u>:

Factual information that I found while I was researching, written in sentences (Smith).

It will look like this for <u>a source with no author</u>:

Factual information that I found while I was researching, written in sentences ("Birds").

It will look like this if you found the same piece of information in two or more sources, it will look like this"

Factual information that I found while I was researching, written in sentences ("Birds"; Smith).

Notice that the ONE word of the source is in parentheses, and the punctuation for the sentence comes AFTER the documentation. If there are two or more sources, they are in ALPHABETICAL order in the parenthesis.

On the next page, let's practice...

If you use a piece of information WORD-FOR-WORD as it appeared in the original source, you QUOTE IT, like this:

_____

_____

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_____

If you use a piece of information by PUTTING IT IN YOUR OWN WORDS, but   the information is NOT your original thought, you document it like this:

_____

_____

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_____

_____

The information that USUALLY goes in the parenthesis is the author's last name and the page number. If you are missing either of these things, you will have to get help from Mrs. Haberling with how to document. **Your best bet for help on MLA documentation while you are at home is a visit to the following website:**

<<http://www.oslis.org/MLACitations/secondary/>>

IF YOU DO NOT DOCUMENT ANYTHING, or if you document very little, YOU HAVE NOT DONE THE RESEARCH CORRECTLY and you could (and probably will) fail the assignment. Documentation is KEY to research! If you don't document, even if everything is in your own words, you have plagiarized! BE SURE TO DOCUMENT!

LET'S PRACTICE...

Find a quote from your notes which you could use in your paper. Write it with a lead in or lead out, and document it correctly in the space below...

_____

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Find a piece of information from your notes which you could use in your paper. Write it in your own words and document it correctly in the space below...

_____

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Find a piece of information from your notes which appears in TWO OR MORE SOURCES which you could use in your paper. Write it in your own words and document it correctly in the space below...

_____

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DOCUMENTATION: IMPORTANT EXAMPLE

In the paragraph below, information is documented correctly. Be sure your format looks similar!

One of America's favorite and oldest snacks is really a science experiment ("Snack")! Popcorn kernels explode into a mouthwatering snack that we love to cover with butter and salt. How does popcorn really work, though? It's simple science. Inside each kernel of corn is a water droplet ("Super"). This water is stored inside a starchy substance ("Snack"). When the temperature of the water heats up, the water molecules begin to move around, causing pressure on the starch and the outer shell of the popcorn kernel (Myron). If the pressure of the water and starch is greater than what the kernel shell can handle, the starch in the corn turns inside out, and we start to snack ("Snack")! Can you imagine seeing a movie without a tub of popcorn by your side? …

CREATING A WORKS CITED PAGE

Pull out your source and notes pages again. You will need the information at the top in order to make a Works Cited page for your final paper.

Look at all those words you circled. Put your papers in ALPHABETICAL order based on that word you circled. This is the order they will appear on your Works Cited page.

Remember a few basics about your works cited page...

- Alphabetical by the first important word in the entry
- Follows MLA format – hanging indent, double spaced, typed, punctuation correct
- Only list the ones you <u>ACTUALLY USED</u> in your paper—not all the ones you looked at!
- <u>DO NOT</u> number your entries
- Label the page Works Cited, centered at the top of the page (not in bold, not underlined, not in quotation marks)

Let's make a list of the sources you have found so far. In the space below, correctly format a works cited page with all of the important information, following the examples we have looked at in class.

_____

_____

_____

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_____

WORKS CITED PAGE: IMPORTANT EXAMPLE

Below is a correctly formatted works cited page. Be sure yours looks similar!

Works Cited

Myron, Harold. "Why Does Popcorn 'Pop'?" 2005. <u>Newton BBC</u>. 1 Nov 2007.
<http://www.newton.dep.anl.gov/askasci/chem99/chem99165.htm>.

"Snack Science." <u>Scholastic News</u>. 17 Nov 2003.

"Super Size Science." <u>Super Science</u>. 1 Feb 2005: 2.

HOW WILL I BE GRADED ON THIS HUGE PAPER?

I'm glad you asked! Of course, you will be graded on the things we have practiced and learned through the course of this process, in addition to all the things you should already know about interesting, engaging writing from our work together this year. Your rubric is on the next page– use it as a checklist while you are writing and revising!

Name _____ Hour _____

Trait	Score/ Comments
Ideas and Content · Interesting, clear, specific and relevant details and facts · Incorporation of all sources · Research facts are woven fluently into the paper · Research facts are documented consistently · Paper reveals many facts gathered through research process · Facts prove the hypothesis clearly · Characters believable and appropriate for approach	
Organization · Interesting lead · Clear, convincing thesis · Details sequenced effectively · Transitions help flow but are not overly obvious · Conclusion wraps everything up · Facts are connected through explanation or narration · Title is a good fit--not giving away too much, but making me want to read more	
Voice · Writer is clearly interested in topic and spreads enthusiasm to reader · The characters are well-developed through their words and actions · Writing personality is perfectly suited for the topic	
Word Choice & Fluency · Precise words · Your wording is specific to your research · The piece flows well from beginning to end · Characters come alive through your words · Setting comes alive through your words	
Conventions · Spelling is accurate · Very few overall grammar errors; evidence of proofreading · Dialogue, if used, is punctuated correctly · Typed with a pleasing, appropriate layout · Labeled with name, date and hour	
Citation & Documentation · Works Cited page attached to end · WCP formatted correctly (alphabetical, spacing, heading, etc.) · Documentation in the text includes author/title word, parenthesis, correct end punctuation · All sources included, with no extras	

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A/A-	Outstanding; exceptional
B+/B	Very good; meets expectations
B-/C+	Good; meets many expectations
C/C-	Average; meets some expectations
D/D	Below average; meets a few expectations
D-/E	Poor; needs improvement in key areas