

## Subject #9: Research

**Project #85: Intermediate Research on the Internet.** Pick a topic in collaboration with a classroom unit of inquiry. Show students how to research the topic, create a Word document for notes, add pictures and text to the notes sheet

Higher-order thinking skills	Technology-specific:	Subject Area/ Learning-specific	Standard: NETS-S
<i>Evaluating sources, understand facts</i>	<i>Internet research, copy-paste skills,</i>	<i>History, writing, grammar, spelling</i>	<i>3.a, 4.c, 5.a</i>

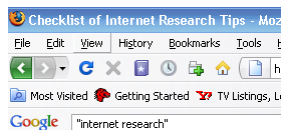
Grade level: 3-6  
 Prior knowledge: Project 83, Project 86, Project 96 Coordinate with: Project 52  
 Time required: 45 minutes, 2 sessions  
 Software required: MS Word, Internet browser  
 Vocabulary: plagiarism, essential question, bullet list, blue bar title, website address, hit, link, citation, favorites, bookmark,

### Lesson Description

- This project's magazine (what students are researching for) is covered in Project 52. In this lesson, students learn how to research a topic on the internet, cite websites (to avoid plagiarism), take notes on a Word doc, and collect images that can be copy-pasted into the magazine.


### Computer Activity

- Create a Word research doc (open a new Word doc; save as "Research Notebook"). List the essential questions to remind yourself what they are (see example on next page).
- Bullet collected info by website. Include internet address, Blue Bar title, text, data, pictures. Divide each section with a line for clarity.
- Use skills learned in Project 83 (*Which Website is Best?*) to select a hit.



- Type the Blue Bar title after the first bullet and then copy-paste the website address. Push space bar or enter

after address to activate the link. Check for copyright data or a link to citation policy.

- Create a folder under 'Favorites' for all research sites. Bookmark each site used and add to folder.
- Copy-paste information on the topic to Word doc. Include pictures, tables, data that may be of assistance in writing the report.
- Insert a separation line from the borders tool  between sections.
- Search Google Images for pictures and copy-paste.

### Extensions

- Save bookmarks to a shared list (i.e., [delicious](#)) so all students can benefit from each student's work (see Project #100's section on Social Bookmarking).



### Troubleshooting Tips

- I can't find a copyright. ( Be sure you have the link, if not the date.)*
- My picture covers up the text (Double click to bring up the picture dialogue box. Go to 'layout' tab. Click 'tight'.)*

---

---

# INDIGENOUS CULTURES—SAMPLE NOTES

---

---

1. Native Americans

“Woods Canyon Pueblo: Life on the Edge”

[http://www.crowcanyon.org/EducationProducts/WOODS/welcome\\_animation/welcome\\_new.asp](http://www.crowcanyon.org/EducationProducts/WOODS/welcome_animation/welcome_new.asp) 2006



Courtesy Anasazi Heritage Center

**Who:** The ancient Pueblo people, also known as the Anasazi, lived in the Four Corners region of the Colorado Plateau from 1000 B.C. to A.D. 1300. They built villages of stone, wood, and [adobe](#). Some villages consisted of only a few families, but others had hundreds of people.



2. The Anasazi

“The Anasazi”

[http://www.desertusa.com/ind1/du\\_peo\\_ana.html](http://www.desertusa.com/ind1/du_peo_ana.html)

2009

### The People of the Mountains, Mesas and Grasslands

Minerals & Geology

Animals & Wildlife

Plants/ Wildflowers

People & Cultures

Like their cultural kin – the Mogollon and the Hohokam – in the deserts to the south, the earliest Anasazi peoples felt the currents of revolutionary change during the first half of the first millennium. Perhaps in a response to Mesoamerican influences from [Mexico](#), they began to turn away from the nomadism of



Canyon de Chelly Mummy Cave ruins

the ancient hunting and gathering life, the seasonal rounds calibrated to the movement of game and the ripening of wild plants, the material impoverishment imposed by the limitations of the burdens they could carry on their backs. They began living in small hamlets. They broke the land and took up agriculture. Over time, they acquired more possessions, stored food, made pottery, adopted the bow ...

## Research Sites for Elementary School

Quick, safe spots to send your students for research:

- All-around research site [libraryspot.com](http://libraryspot.com)
- Dictionary [www.dictionary.com](http://www.dictionary.com)
- Edutainment site—requires subscription [www.brainpop.com/](http://www.brainpop.com/)
- General info research [www.infoplease.com/yearbyyear.html](http://www.infoplease.com/yearbyyear.html)
- Indianapolis-Marion County Public Library for Kids  
<http://www.imcpl.org/kids/guides/index.html>
- Internet Public Library <http://www.ipl.org/>
- Internet research site for kids <http://ivyjoy.com/rayne/kidssearch.html>
- Kids search engine [kids.yahoo.com](http://kids.yahoo.com)
- National Geographic for kids [kids.nationalgeographic.com/](http://kids.nationalgeographic.com/)
- Nova video programs [www.pbs.org/wgbh/nova/programs.html](http://www.pbs.org/wgbh/nova/programs.html)
- Research for kids [www.factmonster.com/](http://www.factmonster.com/)
- Research—by grade level  
[www.iknowthat.com/com/L3?Area=LabelMaps](http://www.iknowthat.com/com/L3?Area=LabelMaps)
- Research—chapters on subjects  
<http://www.worldalmanacforkids.com/>
- Research—for kids [libraryspot.com/](http://libraryspot.com/)
- Research—history [www.infoplease.com/yearbyyear.html](http://www.infoplease.com/yearbyyear.html)
- School Tube—learning videos from YouTube. Organized by topics <http://sqooltube.com/>
- Science headlines—audio [science.nasa.gov/headlines](http://science.nasa.gov/headlines)
- Student Search Engine <http://www.sweetsearch.com/>
- Thesaurus—a great one [www.thesaurus.com](http://www.thesaurus.com)
- Videos on many topics [www.woopid.com/](http://www.woopid.com/)
- Webcams for kids <http://teachtopia.com/webcams.html>
- World Book Online (subscription required) [www.worldbookonline.com/kids](http://www.worldbookonline.com/kids)

