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**Ready, Set, Research!** is a set of reproducible masters that will help you guide your students through the research process for writing papers or making oral presentations. Examples and references from the *Compton's by Britannica* and the *Compton's by Britannica* Web site (http://school.eb.com/comptons) reinforce the concepts presented in these pages.

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**Using Ready, Set, Research!**

*Ready, Set, Research!* is organized using a five-step approach. Each step is introduced in a separate lesson. At the end of each lesson students are given an opportunity to practice the skills they have learned.

You and your students can use the evaluation chart on page 27 to assess the students' understanding of the research.

**The Research Steps**

**STEP 1 Planning**

*Step 1* helps students prepare for an assignment by making sure that they understand the assignment and by planning their time. It also helps students refine a topic by brainstorming, learning to make an idea web, and creating subtopics.

**STEP 2 Gathering Information**

*Step 2* teaches students where to go for information (including libraries, Internet sites, and interviews), how to use reference books, and how to skim and scan for information as well as how to read and evaluate the content.

**STEP 3 Recording and Organizing Facts**

*Step 3* introduces procedures for taking notes, summarizing, citing sources (in footnotes and bibliographies), and writing an outline.

**STEP 4 Evaluating Information**

*Step 4* teaches students how to decide if the topic has been covered, find extra sources, make inferences, and draw conclusions.

**STEP 5 Making a Presentation**

*Step 5* provides guidelines for making either a written report or an oral presentation. For a written report the guidelines include: organizing main ideas, reviewing, revising, correcting, and creating a final copy. For an oral presentation the guidelines include creating note cards, practicing, using visual aids, and making a multimedia presentation.

**Grade Level**

This research guide is designed for students in grades 6 and up. The approach reflects the curricula and study skills for these grades.

**Style and Standards**

Elements such as citing sources, outlines, and writing assignments are based on the Modern Language Association (MLA) style.

The five steps meet educational standards in language arts and technology for conducting research.
Vocabulary Development
Throughout this guide key words are listed in vocabulary boxes. All vocabulary is listed and defined in a final Glossary on page 28. You may want to use this Glossary to review words and definitions with your students.

Teacher Tips
» You can vary the learning dynamic by having students work through the activities by themselves, in pairs, or in small groups.
» Have your students do the activities with a view to presenting their results to the class; for example, they can create the idea web on page 3 on poster board. When they are finished, they can point to the idea web and explain it to the class.
» Use the highlighted vocabulary words in various ways.

Teacher's Notes

a. Give definitions and have students call out the words.

b. Call out a word and have a volunteer give an example; for example, you might say “weather” and a student might reply “cyclone.”

c. When your students have completed Step 2 and have accumulated a number of words, you might have a spelling bee.

d. Create wordsearch or crossword puzzles with the words.

e. Have students keep a word list of additional vocabulary they’ve learned while completing the lessons and activities.
For Parents and Guardians

Ready, Set, Research! is designed to guide your child through the planning, preparation, and completion of a research project. The process is organized into five steps: planning, gathering information, recording and organizing facts, evaluating information, and making a presentation. Each step is presented in a lesson followed by an activity that reinforces the concepts presented in the lesson. You can help your child by understanding each step and giving assistance and encouragement when appropriate.

Here are a few things you can do to help when your child is working with Ready, Set, Research!:

» Ask your child to summarize what he or she has learned from each lesson.

» Have your child to describe the activity for each lesson.

» Encourage your child to use the checklist on the student’s page to track progress and comprehension of the process.

» Ask to see the results of each activity.

» Ask your child to name and define the new vocabulary words.

The skills taught in Ready, Set, Research! will help your child with research projects of all kinds. Here are some things you can do to help when your child is working on a research project:

» Understand the topic.

» Think of ways to encourage your child's interest in the topic.

» Find out what resources the teacher has suggested using, and try to steer your child to other appropriate resources.

» Understand the nature of the project. Ask, “Is my child working alone, with a partner, or in a group? What is my child's role in the partnership or group?”

» Understand what is required for the final presentation: a written paper, an oral presentation, a multimedia presentation, or a creative project.

» Find out the final due date of the project as well as the due date of interim steps, including topic selection, outline, note cards, or a first draft.

» Help your child create a schedule for the various steps of the research project.
For Students

Welcome to Ready, Set, Research!
Get ready to have a great time learning how to do research.

What is research anyhow? Well, it’s finding information about things—almost like a detective who has to investigate a crime. He or she has to find clues, talk to people, get the facts, and then use all the information to reach a conclusion. You are going to be a bit like that detective. The only difference is that you are going to reach a conclusion about an interesting subject or topic that your teacher wants you to explore or that you choose to explore.

For any research project there are certain steps you can follow to help you through the process. So what are these “steps”? Well, here they are. Each time you have to do research, check to be sure you can say “Yes” to the following statements for each step.

**STEP 1  Planning**
- I have a topic.
- I know what is required.
- I can make an idea web.
- I know what resources my teacher has asked me to use.
- I have a schedule.

**STEP 2  Gathering Information**
- I can find information in books, encyclopedias, magazines, and newspapers in the library.
- I can find information online.
- I know how to use a table of contents and an index.

**STEP 3  Recording and Organizing Facts**
- I can take notes on index cards or on a computer.
- I can organize my notes and summarize information.
- I can write source information like footnotes and a bibliography.
- I know how to write an outline.

**STEP 4  Evaluating Information**
- I know how to decide if I have learned new information about my topic.
- I know how to make conclusions about my topic.

**STEP 5  Making a Presentation**
- I can organize my main ideas.
- I can review and revise.
- I can create my final presentation: written, oral, or multimedia.
“WHAT?! A RESEARCH ASSIGNMENT?! What do I do?!” That may be some students’ reaction, but not yours. Are you ready to get started? The first thing you do is make sure that you are clear on the assignment. What exactly is the teacher asking you to do? What is the final “work”—a written paper, an oral report, or a multimedia presentation? What are the requirements? For example, is there a minimum length? Are you supposed to work alone, with a partner, or in a group? Are certain kinds of resources specified? For instance, are you required to use an encyclopedia, the Internet, other sources, or a combination?

Once you are sure you understand what the teacher expects, you need to start planning. First comes the selection of a subject, or topic. Has the teacher already assigned a topic to you? Should you choose one from a list provided or in a general subject area (such as plants or the Middle Ages)? Or do you have to choose a topic on your own? If you have any say in topic selection, pick one that you are interested in, one that you would like to learn more about, and maybe one you already know something about.

The next stage in the planning process is to make a schedule that will successfully get you from the present moment to the assignment due date. The five basic research steps to help you plan can be found on the student’s page. You have to fit those steps into the time frame of the assignment. You are off to a good start. You are already in the middle of Step 1!

**VOCABULARY HIGHLIGHTS**
- resource
- schedule
- topic
Ready, Set, Research!

STEP 1 Planning

Topic and Subtopics
Now that you have a topic and a schedule, you are ready to get a better hold on the topic. The best way to develop an understanding of the topic and explore its different aspects is brainstorming, or trying to come up with several ideas. If you are working with a partner or a group, the brainstorming will take place in a meeting of the involved students. If you are on your own, set up a brainstorming session with the teacher, a friend, or a parent. In any case, you are on a schedule, so the discussion should have a time limit of about half an hour.

One of the clearest ways of organizing your ideas is to make an idea web. An idea web shows the main idea (your topic) and related ideas, or subtopics. For example, if the topic is weather, the first subtopics might be: types of storms and different climates.

Then add subtopics of those ideas. Subtopics of types of storms can be rainstorms, snowstorms, tornadoes, and so on. Look at the sample idea web below and see how these ideas are organized.

VOCABULARY HIGHLIGHTS
- brainstorming
- idea web
- time limit
STEP 1 Planning

ACTIVITY PAGE

To make sure that you can create an idea web, use the blank web below. Your topic is geography of the world. Brainstorm with someone at home or work on your own to think about subtopics and make a list of them. Then organize your subtopics and fill in the idea web below. Try to think of two or three subtopics for the main topic and then at least one subtopic for each of the first subtopics.

It is possible that in the process of making an idea web you will decide that your topic is too big, too broad. So you may want to focus on a narrower subtopic and develop that for the assignment instead of your original topic. You will probably need to clear this with the teacher and have the agreement of any others you are working with. Of course, this calls for a reworked idea web.
Ready, Set, Research!

**STEP 2 Gathering Information**

**Putting the “Search” into Research**
You want your final presentation to make you look smart, earn you a good grade, and give you reasons to feel great. That will happen if you develop your topic with enough information on your subtopics, organize it all in an understandable flow, and do it in the time frame of your schedule. But where to start?

**Finding Resources in the Library**
If you haven’t been to the library lately, it is time to go there and start your search for information. There are so many sources, resources, and research tools all in one place and also a live librarian to help.

**Books and reference materials**
Explore the Reference Section, starting with encyclopedias and dictionaries. Locate and review your topic in the appropriate volume of *Compton’s by Britannica*. Ask the librarian which other reference books might be useful too.

In the library, books are usually arranged by subject. You can use the card catalog or online catalog, to search for books about your topic by the subject, the title of the book, or the name of an author. Libraries use the Dewey Decimal System to classify books in the catalog. For every subject category, the Dewey Decimal System assigns a number that is at least three digits long.

Use the library’s computer to search for books on your topic that are available in the library. Do any of your subtopics show up?

**Magazines and newspapers**
If you don’t have much experience using the library for periodicals, the librarian can show you how to look up articles on your topic in magazines, newspapers, and journals. The articles that look interesting might be found at online sources or databases or in printed materials.

This research is probably going to produce a lot of sources for information on your topic—more than enough for the assignment. Databases such as Britannica might have thousands of entries. When you have seen what there is, it is time to become a discriminating researcher and select only what is right for you.

**VOCABULARY HIGHLIGHTS**
- database
- Dewey Decimal System
- periodicals
Using Books
The best way to see if a book you found is going to be helpful to you is to look at the table of contents and the index.

Table of Contents
The table of contents at the front of the book tells you what subjects you will find in each section of the book. These may be divided by chapters, parts, or just by titles. So it's very easy to turn to the page you want. The example below is from Earth's Changing Environment, a Compton's by Britannica supplement.

In Compton's by Britannica, “Here and There” pages serve as a subject-area outline. While not a complete table of contents, this is helpful for browsing subject-specific topics included in any given volume.
Using Books: Index

The index is normally found at the end of the book or in a separate volume of a set of books. It is a list of all the topics and subtopics in a book. It is very easy to find what you’re looking for in an index because all the words are in alphabetical order. Next to each word in the index are all the page numbers in the book where you can find that word.

The Compton’s index is a Fact-Index with additional features. The Fact-Index has three types of entries: articles, simple entries, and cross-references.
Now it's your turn. Here's part of the index about space and space exploration. Use it to answer the questions.

1. One of the most studied elements of space is the moon. Using the index, where can you read about the moon?

2. What entries will tell you about people related to the topic of spacecraft?

3. What other main index entries will have information related to spacecraft?

4. What other topics could you look up in the index that are related to space?

5. Name one reference where you can find pictures related to space exploration.

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**Space**, universe beyond Earth's atmosphere; see also in index Space exploration, Universe
- aerospace 1:67, see also in index entries beginning with Aero
- air forces 1:162
- almanac 16:74
- black hole 3:306
- exploration 7:377
- navigation 16:74, 16:76
- navy 16:89
- microbiology 15:375
- observatory 17:458
- satellites 21:71

**Space**, extent in three dimensions
- cosmology 5:728
- relativity 20:169
- sculpture 21:136, 21:149

**Spacecraft**, see also in index Satellites, artificial; Space exploration
- aerospace industry 1:67, 1:74, picture 1:80
- electronics 7:175
- glass windows 9:157
- Goddard 9:173
- space travel, table 22:459
- Von Braun 3:411

**Space exploration**, 22:455, see also in index Jet propulsion; and individual space projects by name
- automated systems 2:840
- biological clock 3:227
- dogs 6:209
- extraterrestrial life 7:386
- frontiers 8:427, pictures 8:418, 8:426
- gravitation 9:240
- guided missiles 9:312
- hazards 1:82
- fire 8:106
- hibernation research 10:152
- instrumentation 11:237, picture 11:235
- insulating blanket 11:238
- moon 15:576
- navigation 16:74, 16:77
- probe, see in index Probe
- radio waves 20:65
- satellites, see in index Satellite, artificial
- science 21:100, 21:112
- science fiction, see in index Science fiction
- spacecraft, see in index Spacecraft
- testing, see in index Testing, subhead space travel
- weightlessness, see in index Weightlessness
STEP 2 Gathering Information

Using Reference Books
When using encyclopedias and other reference books, you can scan a page for key features. When you start looking for information, you don't want to stop and read everything. You should use a method called skimming and scanning to see if the article has information you're looking for. Skimming and scanning are two things you can do to find the information you want very quickly.

Skimming is looking at a page very quickly for just the important points and for main ideas. You use skimming when you want to see if the information on a page will help you in your research.

Scanning is searching for specific words, phrases, or numbers on a page. You may want to look for a particular word, or just a name, date, or place, so you scan the page just for that. So scanning is looking for specific details.

Look at the sample from Compton's by Britannica below for the key features of a page.

VOCABULARY HIGHLIGHTS
- features
- skimming and scanning
**STEP 2 Gathering Information**

### Finding Resources Online

It’s good to use several resources for your assignment. The Internet can provide information from many different sources. Check with your teacher to see which Internet sites you may use. Use the library’s computer or go online at home. Search for your topic. How many entries are there? Click on one of the Web sites to see if it is helpful. Evaluating these sites to see which ones are legitimate resource sites can be a time-consuming task, but be sure to use only authorized sites as described below.

Another way you can use the Internet is to go directly to a Web site. If you are at home, type in a Web address you know, or your school might have access to an educational site such as the Britannica Web site which includes *Compton’s by Britannica*.

There is a lot of information out on the World Wide Web. Some of it is true, and some of it’s not true. When using the Internet for research, you need to be careful and know where the information is coming from.

Here are some questions you can ask about the information and the Web site to help you determine whether or not it’s a trusted or credible site.

We can break these down into four categories.

**Accuracy**

» Can you find the information that’s on the Web site in any other source?

» Is it clear who the site belongs to?

» Is the site well written and free of errors?

**Authority**

» Can you tell who wrote it and what their qualifications or credentials are?

» Is there contact information for the organization or the author?

**Timeliness**

» Does the Web site or information have a date? You might find a note on the site that says “Last Updated on…”.

» Is the date current, or is it outdated?

**Objectivity**

» Are there advertisements on the site?

» Is the site well organized? Is it user friendly so that you can easily read all the information or does the author make certain points stand out?

» Is the information presented without bias and opinion?

Remember, the Internet should be used along with other traditional resources so that you can cross-check and verify the information you find.

### VOCABULARY HIGHLIGHTS

- accuracy
- authority
- objectivity
- Web site
STEP 2 Gathering Information

Using Online Resources
Web pages are sometimes similar to book pages. You’ll often find a title of the article, heads, pictures, and links to other pages for additional information.

Here’s a sample Web page from Compton’s about Louis Pasteur. See the features identified that will help you research.

(1822-95). The French chemist Louis Pasteur devoted his life to solving practical problems of industry, agriculture, and medicine. His discoveries have saved countless lives and created new wealth for the world. Among his discoveries are the pasteurization process and ways of preventing silkworm diseases, anthrax, chicken cholera, and rabies.

Pasteur sought no profits from his discoveries, and he supported his family on his professor’s salary or on a modest government allowance. In the laboratory he was a calm and exact worker; but once sure of his findings, he vigorously defended them. Pasteur was an ardent patriot, zealous in his ambition to make France great through science.
**Ready, Set, Research!**

**STEP 2** Gathering Information

### Interview: The Q & A Meeting

One of the requirements of the assignment may be a question-and-answer meeting, or an interview, with a person. This can be accomplished talking to someone face-to-face or on the telephone. Questions or points that occur to you later may be followed up by e-mail.

The first step is to find a person you can talk to about your topic. There might be an organization or group in your topic area: a historical association, agricultural agency, music lovers, or someone who works in the area of your topic. Teachers at your school, the school librarian, or the librarians in the local public library system may know of people who are knowledgeable in the area of your topic. Your parents, relatives, or neighbors may know or have heard of someone.

While you are doing your research in the encyclopedia, in other publications, and online, devote a little time every day to locating an interviewee. That way, the information you gather will make you more secure in the meeting you set up. You will sound knowledgeable about the subject and the interviewee will feel comfortable with you.

For the in-person meeting or the distance meeting (by telephone or live computer chat), you should have prepared some questions based on your research. These questions may involve clearing up any doubts you have in the quality of information you have gathered or hard-to-understand data. Mainly, however, your questions should be aimed at the involvement of the interviewee in the topic area. The answers will provide material for the final presentation that has a personal flavor, a human interest side to go with your other research.

### Setting up the Interview

» Contact the person you have located and explain what your assignment and topic are.

» Agree about when and where you can meet or when you can have a telephone (or video) conference.

» Have a parent or older sibling go with you if the meeting is outside your home.

» Always be prompt to the meeting whether you are meeting the interviewee in person or talking to them on the phone.

When your interview is done, remember to thank the person for their time.
STEP 3 Recording and Organizing Facts

Taking Notes
Taking notes is an important part of doing research. You need to be able to keep track of the source of your information and of the facts as you gather them.

What exactly are notes?
Notes are a few words that you write down to remind yourself of some important facts that you may use later in your project. They don't have to be complete sentences, or even complete words, as long as what you write will make sense to you later. Think of how you use abbreviations when you send text messages. How you take notes is similar to writing text messages. If something seems important or interesting to you, you can write some notes. Later, you will decide which of the notes to use in your project. You will probably take more notes than you will actually use.

Index cards are handy for taking notes. You can write one or two sentences of information on each card. Then, later, you can organize the cards to help you organize how you will present the information for your topic. Be sure to keep track of the sources of your information. Write the name of the publication, author(s), publisher, and copyright date on an index card. You will need this later for your bibliography. Label that card with a number. Then, write that number on all the index cards with notes you took from that source. That way, you will be able to link each note with its source later on.

Another way to take notes is to type them into a file on the computer. Later, you can print and organize your notes into the order you want to present your information.

VOCABULARY HIGHLIGHTS
- abbreviations
- bibliography
- index cards
- publication
- publisher
Mount Vesuvius
An active volcano in southern Italy, rising 4,190 feet (1,277 meters) above the Bay of Naples, Mount Vesuvius is situated on the plain of Campania, about 7 miles (11 kilometers) from the city of Naples. Its fiery eruptions have claimed a high toll in lives and property through the centuries, but the mountain-side and surrounding area remain the home of more than 2 million people. There are industrial towns along the bay, and small agricultural centers thrive on the northern slopes.

The mountain originated some 200,000 years ago and for a time had only one peak. Now a high, semi-circular ridge known as Mount Somma partly surrounds the main cone of Vesuvius and has a slope of its own.

Volcanic ash has made the soil of Vesuvius very fertile, and the lower slopes are covered with vineyards and orchards. Up the mountain from the farmlands, the volcano’s slopes are cloaked with thickets of oak and chestnut trees. The wooded areas grow to the summit of the northern slope of Somma, but on the higher western side the chestnut groves give way to small shrubs on plateau areas at an altitude of 2,000 feet (610 meters). Still higher, the surface of the great cone is almost bare.

The temperature at the mouth of the volcano is measured daily by scientists using sophisticated equipment. Readings far above 1,000° F (540° C) are common. Rising temperatures are one indicator of forthcoming eruptions.

The most famous eruption of Vesuvius occurred in AD 79, when lava and ashes buried the towns of Pompeii, Herculaneum, and Stabiae. Excavations have uncovered parts of the cities. Since that disaster, nearly 50 eruptions of varying intensity have been reported. An eruption in 1631 buried villages and blew ashes as far as 150 miles (240 kilometers). Despite the warnings of earthquakes for many months before the eruption, people remained in the area and more than 3,000 were killed. Another great upheaval in 1794 destroyed the village of Torre del Greco for the fourth time.

The eruptions of Vesuvius are of the highest degree of volcanic explosiveness. In this type of eruption, large volumes of gases boil out of gas-rich magma and generate enormous, nearly continuous jetting blasts. The blasts rip apart and core out the magma column. The volcano’s fierce turbulence has caused many changes in the mountain’s shape and height.

### MAIN IDEA: Mount Vesuvius

**Fact #1**
Active volcano in southern Italy

**Fact #2**
Originated about 200,000 years ago

**Fact #3**
Volcanic ash has created fertile soil for vineyards and trees

**Fact #4**
Scientists measure the temperature at the mouth every day

**Fact #5**
Most famous eruption (AD 79) destroyed three towns: Pompeii, Herculaneum, Stabiae
Taking Notes

Read this sample selection about Galileo. Write down the main idea and five facts that support the main idea.

Main Idea

Fact #1

Galileo (1564–1642). Modern physics owes its beginning to Galileo, who was the first astronomer to use a telescope. By discovering four satellites of the planet Jupiter, he gave visual evidence that supported the Copernican theory. Galileo thus helped disprove much of the medieval thinking in science.

Fact #2

Galileo Galilei, who is generally known only by his first name, was born in Pisa, Italy. His family belonged to the nobility but was not rich. His father sent him to study medicine at the local university. Galileo, however, soon turned to a career in science.

Fact #3

In 1583 Galileo discovered the law of the pendulum by watching a chandelier swing in the cathedral at Pisa. He timed it with his pulse and found that, whether it swung in a wide or a narrow arc, it always took the same time to complete an oscillation. He thus gave society the first reliable means of keeping time.

Fact #4

A lecture on geometry kindled his interest in mathematics, and he got his father’s consent to change his studies. Lack of money forced him to leave school in 1585, and he became a lecturer at the Academy of Florence. The next year he attracted attention with discoveries in hydrostatics. His work in dynamics won him an appointment as lecturer on mathematics at the University of Pisa in 1589.

Fact #5

He soon made enemies with his arguments against what he considered mistakes in the science of the day. According to a popular story, he dropped weights from the leaning tower of Pisa to prove his views concerning falling bodies. His writings, however, do not mention such an experiment. In any case, resentment against his views drove him out of Pisa in 1591.
**Ready, Set, Research!**

**STEP 3  Recording and Organizing Facts**

**Collecting and Citing Source Information**

**Footnotes and endnotes**
When developing your topic, honesty and the rules of research require that you document your sources when the material is a direct quote or a close summary of someone else’s thinking.

The notes you have taken already include the source and the appropriate page numbers. There are two ways of giving due credit, or citing, the sources in your presentation. One is *footnotes*, which are signaled by small raised numbers in the text and at the bottom of the page. In the text, the raised number comes at the end of a quote or close summary. The same number is repeated at the bottom, and the source is cited in a standard way, such as MLA Style. Follow the standard style your teacher specified in the assignment. Or ask the teacher to clarify which standard format you should use. The same format will be used for the bibliography at the end of your presentation.

Although not typical, another way of citing sources is *endnotes*, which come after the last page of the presentation, at the end. Endnotes also follow a standard format of the same kind as footnotes. So being clear about which style the teacher expects you to use is very important. With endnotes, there is no need for a bibliography.

**Bibliography and citing different sources**
A bibliography is a list of all the sources for your information—the books, periodicals, Web sites, and any other materials you may have used in your research—presented in alphabetical order.

The way you write out each source depends on the type of resource it comes from. Here are what three common types using MLA Style should look like.

**A book by a single author:**
Author’s last name and first name, book title, place of publication, publisher, year of publication.


**A book by more than one author:**
List the authors in the order given in the book, not necessarily in alphabetical order. Only the first author is listed with the last name before the first name, then book title, place of publication, publisher, year of publication.

*Butler, M., D. Hopkins, and J. Willis, Physics 2 (South Yarra: Macmillan Education Australia, 2001).*
STEP 3 Recording and Organizing Facts

An article in a reference book:
Article name, reference title, year of edition, and author name, if given.

For example, to cite the page about the Earth it would look like this:


There are several different ways to cite information from Web sites. Here is one common form:

Author first name and last name, article name, information about the electronic publication. Date of access, URL information.

For example, to cite the Compton’s by Britannica Web page on Canada accessed on Oct. 28, 2007, you would write:


A personal interview:

John Q. Public, personal interview, 23 September, 2007

These are some common ways of citing sources. But your teacher might want you to use a different way. Check with your teacher to find out how he or she wants you to cite sources for each assignment.

VOCABULARY HIGHLIGHTS

- bibliography
- cite
- endnotes
- footnote
- MLA Style
- source
Recording and Organizing Facts

Making an Outline
An absolutely essential step between note-taking and final writing is outlining your presentation. In fact, turning in an outline is often an intermediate stage in a research project. The idea web you did back in the beginning will help, as will grouping the cards with your notes in the order you will use them for your presentation. An outline is the skeleton, or underlying structure, of the final product.

There are two types of outlines: an informal outline and a formal outline. An informal outline is just a list of things you want to include from your brainstorming. You may number the items in the list, but it’s not organized in a detailed manner.

A formal outline is a list organized in a number and letter system, starting with a capital Roman numeral. (Note: A Roman numeral is a number expressed using the letters I, V, X, L, C, D, and M.) The outline helps you to put like ideas together so you don’t jump from one subtopic to the next. A formal outline looks like this:

Title: This is your Main Topic
I. Subtopic Idea #1
   A. Fact #1
      1. Detail #1 of Fact #1
      2. Detail #2 of Fact #1
         a. Information for Detail #2
         b. Information for Detail #2
         c. Information for Detail #2
   B. Fact #2
II. Subtopic Idea #2

…and so on.

Any section that is divided into another part must have at least two parts. What that means is, if there is an A, there should be at least a B. If there’s a 1 there should be at least a 2.

You can have as many numbers and letters as you need to list facts. Because an outline format is so simple, you can change the order easily before you actually start to write.

VOCABULARY HIGHLIGHTS
- formal
- informal
- Roman numeral
STEP 3 Recording and Organizing Facts

ACTIVITY PAGE

Using this selection about Golda Meir, create an outline of the main facts following the example on page 17. Take notes on a separate piece of paper first if you need to. See if you can think of at least two details for each fact.

Golda Meir
(1898–1978). One of the founders of the state of Israel, Golda Meir served in many posts in the Israeli government. She also served as prime minister from 1969 to 1974.

Born in Kiev, Russia, on May 3, 1898, she was originally named Goldie Mabovitch. She and her family moved to Milwaukee, Wis., in 1906, and at 17 she joined the Zionist movement, which worked to establish a Jewish state in Palestine. In 1917 she married Morris Myerson, and they had two children. They joined a kibbutz, or communal farm, in British-ruled Palestine in 1921. Until the establishment of Israel she led missions to Europe and the United States for the World Zionist Organization and the Jewish Agency for Palestine. She led resistance to the British and also worked with the British as a delegate to the Vaad Leumi, or National Council. The council was the chief organ of Jewish self-government under the British mandate.

During World War II Meir served on the British War Economic Advisory Council. In May 1948 she was a signer of the declaration of independence of the new state of Israel. Meir became Israel’s first ambassador to the Soviet Union in 1948, minister of labor in 1949, and foreign minister in 1956. It was at this time that she took the Hebrew name Meir.

Meir retired in 1965, but was drafted as prime minister in 1969. She was returned to office after elections in 1969 and 1973. In the wake of a political crisis over setbacks in Israel’s struggle for security, recognition, and peace in the Middle East, she resigned in 1974. She died in Jerusalem on Dec. 8, 1978.

Title: ____________________________________

I. ______________________________________

A. ______________________________________

1. ______________________________________

2. ______________________________________

…and so on.

Recording and Organizing Facts
STEP 4  Evaluating Information

Work in an area that’s big enough to line up your note cards to check them against your outline. Make sure that they match. Look at the bibliography. Are the sources you used reliable and up-to-date? Do you have the kind of sources the teacher asked for in the assignment? Do you have enough material to fulfill the minimum requirements for length? Are the subtopics important for the development of the topic? Or have you gone off your topic in a place or two or strayed too far on a particular subtopic so that it distracts from understanding the main topic?

Take advantage of this moment in the project. You still have time to change unhelpful things you found in this evaluation, add new sources, and tighten up the line of development—keeping all the elements on track.

Making Conclusions
Think over all that you have learned about the topic since you started to work on this project. Is there a conclusion to be drawn from your research? You have analyzed the information you gathered. Do the conclusions flow from that?

For a historical or scientific description, there may not be a conclusion to draw. For example, if you’re researching the biology subject of cells, your ending will more than likely be a summary of the facts you’ve found.

For example, you might conclude that:

» All living things are made of at least one cell.

» Plant cells and animal cells have different structures.

» All cells have a nucleus, cytoplasm, and other parts.

After evaluating these facts you might conclude that the most important thing to know about cells is that all living organisms are created of at least one cell and that most are created of multiple cells.

You also may be asked to draw a personal opinion about the subject of your project.

If you are doing an assignment on electing the president of a particular country, after researching the topic you might make a personal conclusion about whether or not voting is a good way to choose a president.

Although this isn’t a factual conclusion, you still needed to do research in order to come up with that opinion. You will have to decide which are the most important points that you learned in order to reach an opinion.
Hunger and Famine
In its simplest sense, hunger is merely a physical craving for food. For millions of people on Earth, however, hunger represents a genuine need—a large-scale lack of food. This lack may be partial: there is some food, but never enough. The lack of food may also be total. A total lack of food for a whole population is called a famine—obviously related to the word famished. The result of famine is mass starvation, something that has often happened in world history.

A famine is defined as an extreme and long-term shortage of food. A famine can affect a whole country, as it did Somalia in the early 1990s. Or it may be regional, as in parts of Ethiopia during the 1980s. In Germany, just after World War II, there was regional famine because the country had been so devastated by the war, but some areas were hit harder than others. Warfare has been the most common historical cause of famines; it destroys not only food supplies but distribution systems as well.

There are two main causes of famine: natural and human. Natural causes include disasters such as drought, insect plagues, excessive rainfall and flooding, and unseasonably cold weather. In a large nation such as the United States these factors may operate to cause shortages and high prices. But they have never caused a famine, because food can be imported or transported from one part of the country to another. In a smaller, less diverse society a natural disaster can cause extreme hardship. In Ireland, during the 1840s, the failure of the potato crop led to the deaths of at least 1 million people and the emigration of thousands. Overpopulation, a kind of natural cause, has led to severe famines in China and India since 1700. Between nine and 13 million persons died of starvation in China in the years 1876–79. Significant 20th-century improvements in agriculture—the Green Revolution—eased this problem considerably.

In the 20th century, human causes of famine were at least as prevalent as natural causes, especially in Asia and Africa. Apart from warfare, misguided economic reform programs carried out in the name of Communism and socialism led to the deaths of millions in the former Soviet Union (notably Ukraine in the 1930s), China after 1949, and Ethiopia and Mozambique in the 1980s. Farm families were driven from villages or land by force and herded into collective farms. Individual initiative was abolished, and agricultural production suffered badly. Agriculture was run by government bureaucracies, with little freedom of choice for producers or consumers. Russia and China were recovering from these mistakes by the 1990s, but famine persisted in parts of Africa.

What can you conclude about hunger and famine after reading this article?
STEP 5 Making a Presentation

Written Presentation
If the assignment called for a written report or paper, the starting point is the outline you have made based on your research. In fact, the outline is the basis for any type of presentation.

In addition to the outline, you will be using your notes and bibliography. Start with the topic title and the word Draft at the top of the page; then write a paragraph that introduces the topic and the first main subtopic marked Roman numeral I. Now it is time to develop a paragraph or two around the subtopic marked with an upper case A. Here you will incorporate the examples and details listed with Arabic numbers (1, 2, 3, and so on).

Where you use an idea, concept, opinion, or quote from your sources, you need to include a footnote (see page 15) on the page or on a separate page. Not to do that would be plagiarism, or passing off someone else’s work or thoughts as your own. This is dishonest and unacceptable. Your teacher will be unhappy to find any hint of plagiarism.

Computer word processing programs make it easy to insert footnotes. If you are writing on a computer, as is probable, this will make your work much easier. After you finish the first draft, it will be easy to go back over your writing to revise, correct, expand, reduce, rewrite, and change wording or placement of examples and details.

If you are required to turn in your outline along with the final presentation, you will need to change the outline to reflect any changes in order or word choice.

As you are writing and creating the presentation, remember some of the techniques that you were taught in your language classes to make your writing more understandable and interesting:

» Compare a new thing or idea to a known one if the similarity will clarify the new one.

» Contrast a new thing or idea with a known one if the difference will clarify the new one.

» Define new terms, or terms that have specialized meanings, in the context of the topic.

» Explain difficult processes or concepts in simple, clear terms.

» Summarize each significant subtopic and then close with a summarization about the whole main topic at the end.

Once you have written your final copy, remember to proofread it. To proofread your paper, read it from beginning to end, checking that it makes sense and that there are no mistakes in it. When you have corrected any mistakes, read it again. You want to be able to say it looks good, sounds good, and it is good—the best you can make it.
Here’s a way to practice proofreading, or reading through a written report to make sure everything is correct. We’ve made 10 mistakes in this report about the United Nations. Can you find the mistakes? Hint: Look for spelling, punctuation, capitalization, grammar, and facts. You can compare this to the article in the *Compton’s by Britannica* to help find the mistakes.

The United Nations

The United Nations (UN) is an association of independent countries that have agreed to work together to prevent and end wars. The UN also attempts to improve social conditions by promoting international cooperation, economic development, public health, environmental conservation, and human rights. Members of the UN is supposed to cooperate peacefully and resolve differences diplomatically rather than rely on force; however, this ideal has not always been met. The UN does not make laws or act as a world government, but it does provide opportunities for discussion, cooperation, and actions that serve the interests of its members. The UN was founded by 51 nations in 1945. Membership was eventually extended to almost every country on Earth, growing to 291 member nations by 2002.

After World War II it was expected that the great powers would work together to keep the peace. Instead disagreements arose in the late 1940s between the Soviet Union and the West that led to decades of conflict and international tension known as the Cold War (see Cold War). The two emergent superpowers—the Soviet Union and the United States—and their respective allies built up enormous arsenals of conventional and unconventional weapons, including nuclear arms and other weapons of mass destruction. The UN attempted to act as peacemaker between the superpowers, but the two states often rendered the organization ineffective in regard to Cold War conflicts. After the Cold War ended in the early 1990s with the collapse of the Soviet Union, the U.N. continued to promote peace in many troubled areas of the world, adapting to circumstances that were not dreamed of by its founders.

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**ACTIVITY PAGE**

Ready, Set, Research!

### Step 5: Making a Presentation

#### ACTIVITY PAGE

Here’s a way to practice proofreading, or reading through a written report to make sure everything is correct. We’ve made 10 mistakes in this report about the United Nations. Can you find the mistakes? Hint: Look for spelling, punctuation, capitalization, grammar, and facts. You can compare this to the article in the *Compton’s by Britannica* to help find the mistakes.

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STEP 5 Making a Presentation

Oral Presentation
If the assignment requires you to stand in front of the class and/or the teacher and give your presentation aloud, you will need to prepare a written presentation first. You should write a draft of what you want to say. This will help make sure that it includes everything that you want it to and that it flows well. Unless you have to turn in the written version after the oral one, you don’t have to be as careful about the style, except for the bibliography. You should still check your grammar and spelling to avoid problems when doing your presentation.

Some people get very nervous when they have to speak in front of an audience. But if the audience is your peers (your classmates), remember that they have to make a presentation too—they are probably just as nervous as you are! Before you decide what you’re going to say, try this:

» Think about your favorite teachers and classes. What do those teachers do to make their classes enjoyable and interesting?

» Always think about your audience—the people who will be listening. How can you make sure the presentation is interesting to them?

Here are some guidelines to follow when making a presentation:

1. Speak loudly and clearly enough so everyone can hear you. Also, speak with enough energy and variation in your voice that everyone will want to hear what you say.

2. Think about your main topic. Would using visuals (for example, pictures, charts, or maps) help to make your talk clearer? Be mindful of your audience when making a presentation even when you are pointing at visual aids.

3. Dress nicely but comfortably so that your classmates concentrate on what you are saying and not on what you are wearing.

4. Instead of reading from your paper, use index cards. Write one to three sentences on the cards. Then number the cards in order, just as you did for your research. That way, if you drop the cards, you can just pick them up and put them in order again.

5. Practice your speech several times. With enough practice you will be able to make a confident and convincing presentation. This will help you to avoid making awkward pauses or saying “um” or “ah” in between sentences. Practice in front of a friend or family member and ask for suggestions that can help make your presentation better.

The more comfortable you feel with the information you’re presenting, the less likely you are to be nervous.

VOCABULARY HIGHLIGHTS
- peers
- visuals
**ACTIVITY PAGE**

Fill in the cards with information to create a speech about Winston Churchill. You can use the *Compton's by Britannica* article as your source. If time allows, your teacher may have you volunteer to present it to the class. Cut out the cards for your presentation.

<table>
<thead>
<tr>
<th>Explain what Winston Churchill is known for or why he is interesting.</th>
<th>Discuss his military service.</th>
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<table>
<thead>
<tr>
<th>Give details about his early life and education.</th>
<th>Discuss his political career in Parliament and as prime minister.</th>
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</table>
Ready, Set, Research!

STEP 5 Making a Presentation

Multimedia Presentation
What is a multimedia presentation? It is the use of more than just your voice to express what you want to say. It may be using pictures, a slide show, charts, graphs, or even audio.

You will need to make sure you have what you need to make a multimedia presentation. For example, you might need to use a computer with special programs, or need to make large copies of pictures or other material.

If you need to borrow anything to create or present your assignment, make sure it will be available when you need it. You will also need to make sure you know how to use the equipment, or that someone will be able to assist you if you need help.

When you present your multimedia project, it is very much like making an oral presentation. The “media” part should act as the visual part of your oral presentation. The images, whether they are pictures, charts, or graphs, should support what you are speaking about.

Creative Project
Is your assignment in the form of a creative project—one that requires a poster, a graph, a chart, or visuals of any kind? If so, make a list of materials you will need.

As with any assignment, your teacher may tell you certain items to include.

A creative project should include more than just the facts about your topic. Your project should represent originality, creativity, and your expression of the topic.

To plan your creative project think about…

» making it being large enough and bright enough for everyone in the class to be able to see—even your classmates at the back of the room.

» organizing it so that it shows the information in the correct order.

» putting captions on pictures to help tell the story.

If you are giving an oral presentation about your project, write down some notes on index cards to help guide you through your presentation.

Check ahead of time to see whether there is a space to place or hang your finished project. If there is not, you can ask a classmate ahead of time to hold the visual up in front of the class while you speak.

VOCABULARY HIGHLIGHTS
- caption
- graph
- images
- media
- multimedia
- visual
CONGRATULATIONS!

You have completed your research assignment. Now it’s time to think about how successful it was and what you can do to make your next project even better. This is called an evaluation. You are going to review every aspect of putting this project together—from selection of the topic until you presented it to your teacher and the class.

Here are some questions to help evaluate your assignment. You can fill in the evaluation chart on page 27 for future reference. Remember—this is for you only, so be honest!

1. Did I make sure I understood the requirements of the assignment?
2. Did I properly organize my research notes and outlines?
3. Did I use more than one source so that I had a variety of information on the topic?
4. Did I correctly include footnotes, endnotes, or a bibliography?
5. Did I check my work before handing it in so that I could make improvements and corrections?

Think about any steps that you could have done better, and come up with ways to improve them for your next assignment. You might want to share your findings with your teacher to compare how each of you felt about your work.
### Student and Teacher Evaluation Chart

<table>
<thead>
<tr>
<th>Planning</th>
<th>OK</th>
<th>NEEDS MORE PRACTICE</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>Understands “research”</td>
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<td>Understands specific assignment</td>
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<td>Can choose a topic of interest</td>
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<td>Can create a schedule</td>
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<td>Can create an idea web</td>
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<th>Gathering Information</th>
<th>OK</th>
<th>NEEDS MORE PRACTICE</th>
<th>NOTES</th>
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<td>Can use a variety of resources</td>
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<td>Can use a library</td>
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<tr>
<td>Can use skimming and scanning techniques</td>
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<td>Can use an online search engine</td>
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<td>Can go directly to a Web site</td>
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<tr>
<td>Can use a table of contents and an index</td>
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<tr>
<th>Recording and Organizing Facts</th>
<th>OK</th>
<th>NEEDS MORE PRACTICE</th>
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<td>Can take notes</td>
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<td>Can make an outline</td>
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<td>Can collect and cite source information</td>
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<td>Can write footnotes or endnotes</td>
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<td>Can write a bibliography</td>
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<th>Evaluating Information</th>
<th>OK</th>
<th>NEEDS MORE PRACTICE</th>
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<tbody>
<tr>
<td>Can summarize research notes</td>
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<td>Can draw conclusions</td>
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<tr>
<th>Making a Presentation</th>
<th>OK</th>
<th>NEEDS MORE PRACTICE</th>
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<tr>
<td>Can write and self-correct a first draft</td>
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<td>Can write a final copy</td>
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<td>Can plan and prepare an oral presentation</td>
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<td>Can plan and prepare a multimedia presentation</td>
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<td>Can plan and prepare a creative project</td>
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<tr>
<td>Can complete a self-evaluation</td>
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</table>
abbreviation p. 12 (n) shortened form of a written word or phrase used in place of the whole.
accuracy p. 9 (n) freedom from mistake or error; conformity to truth or to a standard or model.
authority p. 9 (n) an individual cited or appealed to as an expert; a citation (as from a book or file) used in support.
bibliography pp. 12, 15 (n) the works or a list of the works referred to in a text or consulted by the author in its production.
brainstorming p. 2 (n) a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group.
caption p. 25 (n) the explanatory comment or designation accompanying a pictorial illustration.
cite p. 15 (v) to quote by way of example, authority, or proof.
database p. 4 (n) a usually large collection of data organized especially for rapid search and retrieval (as by a computer).
Dewey Decimal System p. 4 (n) a numbering system for subject categories to classify books in a library that is at least three digits long.
endnotes p. 15 (n) a note placed at the end of the text particularly to reference cited information in published material.
features p. 8 (n) a prominent part or characteristic (of a page).
footnote p. 15 (n) a note of reference, explanation, or comment usually placed below the text on a printed page.
formal p. 17 (adj) following or according with established form, custom, or rule.
graph p. 25 (n) a diagram or graphic element that displays comparative factual information.
idea web p. 2 (n) a diagram or graphic display that shows the relationship of subtopics and details to the main topic.
images p. 25 (n) visual representation of something (a photograph, a graph, an illustration/drawing).
index cards p. 12 (n) small pieces of heavy paper stock, often with lines, used for recording individual thoughts or information.
informal p. 17 (adj) characteristic of or appropriate to ordinary, casual, or familiar use.
media (multimedia) p. 25 (n) of, or pertaining to, sound, video, or visual display created using computer applications or other digital means, usually involving one or more of these elements.
MLA Style p. 15 style of the Modern Language Association, which publishes widely adopted documentation guidelines.
objectivity p. 9 (n) expressing or dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations.
peers p. 23 (n) one belonging to the same societal group especially based on age, grade, or status.
periodical p. 4 (n) a magazine, newspaper, or journal usually produced on a regular schedule.
publication p. 12 (n) a published work.
publisher p. 12 (n) a person or corporation that publishes something.
resource p. 1 (n) a source of information.
Roman numeral p. 17 (n) a numeral in a system of notation that is based on the ancient Roman system using the letters I, V, X, L, C, D, and M.
schedule p. 1 (n) a plan that indicates the time and sequence of each item necessary to complete a task; a timetable.
skimming and scanning p. 8 a means of quickly finding specific information on a page.
source p. 15 (n) a firsthand document or primary reference work; one that supplies information.
time limit p. 2 (n) a specific amount of time allowed to do a task.
topic p. 1 (n) the main subject of a report or presentation.
visual(s) pp. 23, 25 (n) of, relating to, or including visual aids.
Web site p. 9 (n) a collection of information on the Internet produced by an individual or a company.