



Introduction to Research and the Library

6th Grade Country/State Reports

WHAT YOU NEED TO PREPARE:

If you want to have your class seated in a particular way, then I can provide you with library seating charts. Please place students on one side of the table facing the circulation desk (facing the screen). If you need more seats, place them at the ends of the tables on the outside aisle. Use the center aisle only if necessary.

Talk to your students about your visit to the library at the end of the week prior to your visit. For the first day you can tell your students to meet you at the library, or meet them at your classroom and walk them over. For the remainder of the week students will come straight to the library. Be sure to leave a sign on the door telling where your class is located. Tell students to bring a two-pocket folder and their ID's. We sell two-pocket folders for 25¢. We will checkout books and resources to ALL students, but the process is much faster if they have their ID's. Students may also want to bring change for making copies, or printing. Our fees are 10¢ for black and white, 25¢ for color.

If you choose not to seat your students, I will randomly place them at tables and tell them these will be their seats throughout the project.

Bring with you some sort of stamp. This is used to stamp note cards so you can identify which cards you've seen and which you haven't. Bring any other pencils, pens or other materials you like to have available.

I always have coffee, and sometimes snacks, but bring whatever other sustenance you need to make it through the day.

I have one of the desktop computers prepared for you to take roll on.

WHAT YOUR ROLE IS:

On days when work is collected, your role is to review their work, note it on their evaluation sheet, and return the work at the end of the period. This will make your students more accountable for the work assigned, and give them immediate feedback. It also allows you to monitor the progress of your students. Each day I will have an agenda on the screen explaining what needs to be turned in and how to arrange it in their folders. I collect the folders and hand them over to you. The first table on the west side of the room is reserved for you to work at.

On days when work is not collected, or when you've completed grading the project folders, your job is to circulate the library, monitor student work and behavior, and make sure students are on task. Feel free to supplement my instruction with whatever comments you want to make.

On the last day, I will turn the class over to you. You can review the writing of the project, your criteria, and how you will evaluate it. (For example, you might review the format of the paper, how to write introductory and concluding paragraphs, review requirements such as a cover page, pictures, maps, charts or any other additional elements you want to add to the project. You may want to create a handout for this.)

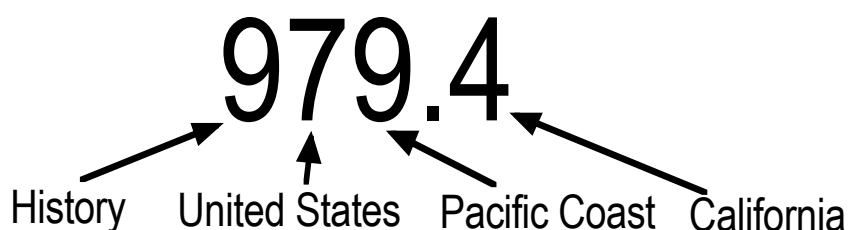
Understanding Dewey

INTRODUCTION

With thousands of books in a library, a system was needed to make it as easy as possible for a person to find what they needed. A librarian named Melvil Dewey devised a system that is in use by most small libraries around the world.

The system uses numbers. The numbers have meaning, so that books about the same topic are grouped together. Each book gets at least three digits (543 for example). After the third digit, a decimal point is placed and as many digits as necessary can be added after the decimal. This is why this system is officially called the Dewey Decimal Classification System.

A number can be taken apart digit by digit to get its meaning:



The number above would be used to represent a book about the history of California. While it is not important for you to know how to take apart a number, it is important for you to have a general understanding of the way the system works. If you know the number of one book on a topic you are researching, you know that if you find that book, there will be other books about the same topic shelved with that book.

TEN MAIN DEWEY CLASSES

RANGE	CLASS	TOPICS
000	Generalities	encyclopedias, almanacs, unusual phenomena
100	Philosophy & psychology	books that try to explain our ideas and thoughts
200	Religion	books about our beliefs
300	Social Sciences	books about cultures, education, problems
400	Language	books about different languages, dictionaries
500	Natural science and mathematics	chemistry, physics, astronomy, biology, geology
600	Technology (Applied sciences)	medicine, engineering, agriculture, manufacturing
700	The Arts	painting, drawing, architecture, music, recreation
800	Literature	drama, poetry, speeches, humor
900	History and Geography	history, geography, travel books, biographies

There are two important numbers that you should know. Much of the work we do in school is about people. Books about more than one person is a collective biography. **Collective biographies are classified as 920.** Books about only one person is an individual biography. **Individual biographies are classified as 921.**

The Call Number

Name _____

A Book's Address in the Library

Teacher _____ Per. ____

Call numbers are on the spine of the book, on the bar code label and on the book pocket. The call number is the book's address in the library. It tells you where the book can be found. Following is a brief overview of what the call number is composed of.

NON-FICTION

Non-fiction are books that inform the reader. The author must present facts without distorting the truth. Non-fiction call numbers are the Dewey classification number, and then the first three letters of the author's last name. These call numbers put all the books about the same subject together, in alphabetical order of the author's last name.

Individual Biography (921)

Individual biography uses the Dewey number 921 and the first three letters of the last name of the person the book was written about. This allows us to group all the books about the same person together. It also makes it easier to find a book about a specific person.

Collective Biography (920)

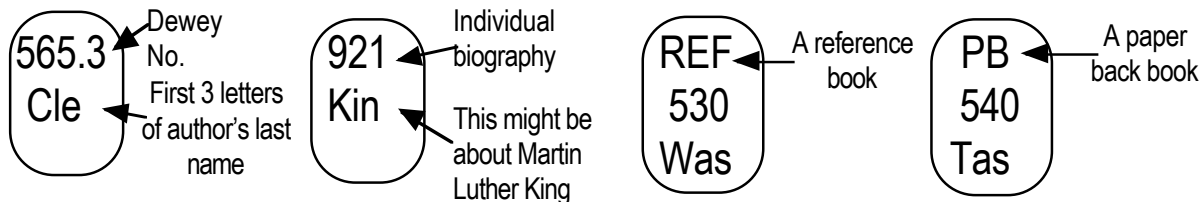
A collective biography is about more than one person. The Dewey number for collective biography is 920. It uses the first three letters of the author's last name.

Reference Books (REF)

A reference book is a book we go to for a small amount of information. These books usually don't leave the library. Some are checked out for one day. These books have a first line of R or REF.

Paperback Books (PB)

Books with a soft cover have a first line of PB.



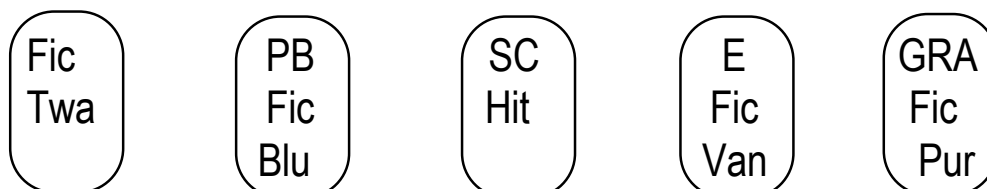
FICTION

Fiction books are not factual or true. Their purpose is to entertain, not inform. For fiction, the call number is Fic, and then the first three letters of the author's last name. Even though it is made up of letters, we still call it a call number.

Story Collections (SC) Story collections are books that contain several short stories by one or more authors. These are good if you like good stories, but don't have the time to read a whole novel.

Picture Books (E) Picture books are primarily illustration. They may be fiction or non-fiction. These are not necessarily easy to read. The themes or topics were chosen for middle school readers

Graphic Novels (GRA) Books that tell their story in a comic book format.



List by Dewey

Name _____
 Teacher _____ Per. _____

DIRECTIONS

Below is a list of subjects and a chart with the Dewey main classification numbers. Write each subject listed below in the column representing the classification that would contain that subject. You may abbreviate words that don't fit in the column. Check off each subject as you list them in the chart. Two examples are done for you. Use the chart on "Understanding Dewey" as a reference.

Automobiles
 Crafts
 Mythology
 Jokes
 ✓ Games
 Pets

Bible
 Snakes
 Music
 Dictionaries
 Stars
 Drawing

Geography
 Holidays
 Cooking
 Rocks
 Weather
 Biography

Plays
 ✓ Birds
 History
 Poetry
 Riddles
 Clouds

Airplanes
 Plants
 Insects
 Legends
 Monsters
 Transportation

000	100	200	300	400	500	600	700	800	900
					Birds		Games		

The Investigation of the Lost Books

Name _____

Teacher _____ Per. _____

DIRECTIONS

There were several "lost" books in the library. As an expert detective, you know that you can find many clues in a book's call number. For each call number, tell the following:

- A. Is the book fiction, non-fiction, reference, story collection, individual biography, collective biography, paperback.
Choose all that apply.
- B. For non-fiction, tell what the book might be about.
- C. What the author's last name begin with.
- D. Using the library map on the reverse, give the letter of the section where this book should be located.

551.6
Gal

This book is some kind of science
book, maybe one about plants. The
author's name starts with gal. This
book is located in section F of the
library.

REF
574.5
Bro

PB
Fic
Tol

PB
811
Esk

SC
Bob

709
Tah

921
Ken



Introduction to Research and the Library

6th Grade Country/State Report Organization and Sub-Topics

You will use two sources of information. Your teacher may have additional source requirements.

1. Book source. Complete a white source slip to record source information.
2. Reference or eBook article. To access ebooks, use the following address: <http://infotrac.com/itweb/win13987>
The password is **wolves**. Type in the name of your country and select the article that works best for you. For reference books use the blue source slip, for ebooks use the yellow source slip.

You will organize your paper, using 6 paragraphs as outlined below. Your teacher may add to or delete some of these paragraphs. We have provided suggestions for information to include in the subtopic, but you by no means have to have all of them, or you may find others, or you may want to organize it differently – its your paper!

Paragraph 1: Introduction

Your introduction should grab and invite the reader to read on. It makes statements that will be explained and explored within the body of the paper. Stay away from the boring, such as “My report is about...”

Sample Introduction:

California is a state that is popular for its beaches, mountains and scenery. People from all over world have made California their home. It is one of the wealthiest states, with many opportunities for its people.

Paragraph 2: Description Sub-Topic

This subtopic describes what the country or state is like, but doesn't provide detail. This should include where the country is located, what is on its borders, geographic features such as mountains and bodies of water, climate, famous landmarks, large cities, plants (flora), animals (fauna), and population.

Description Research Questions:

What is the location of the country or state? What is the geography of the country or state? What are some of the unique features/landmarks? What kinds of plants/animals are native?

Paragraph 3: History Sub-Topic

This subtopic provides a brief history of the country or state. Include important people, how the country or state was started, early/ancient history symbols, motto, flag etc., recent history/events.

History Research Questions:

What is the ancient history of the region? How has the region's ancient history influenced it's modern history? How was the country/state created? Who is important in the modern history and what have they done?

Paragraph 4: People/Culture Sub-Topic

This subtopic provides detailed information about the culture and people of the state or country. Provide rich and colorful details about languages spoken, religions, the ethnic diversity, cultural events, holidays, celebrations, foods (include some recipes for fun), famous people, arts, music, sports, and recreation

People/Culture Research Questions:

What kinds of ethnicities, religions and cultures are found? What kinds of holidays, foods and dress are important? What famous people have influenced the culture (writers, musicians, artists, leaders)?

Paragraph 5: Unique Features Sub-Topic

This subtopic provides a place for information that doesn't fit the other subtopics or could include topics covered under “Description”, but would provide more detail. Information could include important buildings/landmarks, national parks, monuments, tourist attractions, important industries and products, and important cities.

Paragraph 6: Conclusion

Your conclusion should summarize the information presented in your report. It may also present your personal opinion of what you have learned and written about.

Sample Conclusion:

California is a land of differences. The state is very wealthy, but there are many poor people, and its cities and schools are crowded. California has some of the world's most beautiful scenery, but also has polluted air. With all of its problems, people still come, because it remains, “The Golden State.”



**Introduction to Research
and the Library**
6th Grade Simplified Country/State Report

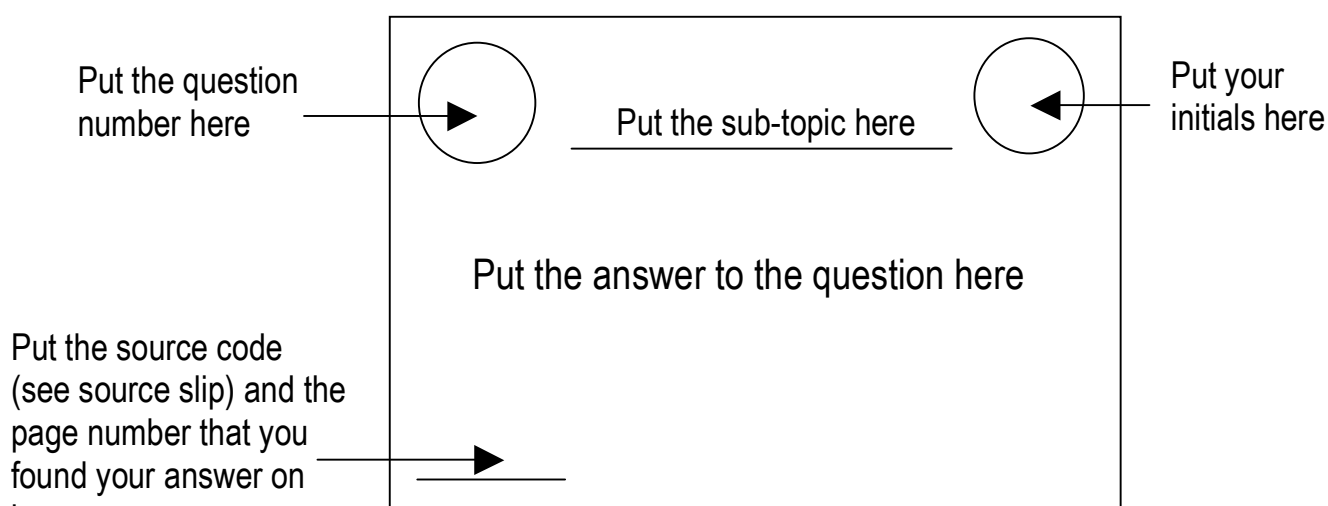
Name _____

Date _____ Period _____

You will be writing a short report about a country. To help you write your report, you will use a book about the country to help you answer the questions. Your answers will give you the facts you need to write the report. You will write the answers to the questions on note cards. Below is a sample question and note card that shows you how to use them.

Question	Sub-Topic	Question
1	Description	What continent is your country on?
2	People/Culture	What kinds of foods are popular in your country?

↑ **Bold words** are words that you can look up in the index to help you find the answer.



To help you find the answers, try looking in the *table of contents* or the *index*. Words that are in **bold letters** are *keywords* that you can use in the index or table of contents. Not all books will use all these words. You may use one additional source for information. You can use the reference books, or if you have the Internet at home try using our **eBooks**:

Address: <http://infotrac.galegroup.com/itweb/win13987> **Password:** wolves

When answering the questions do not copy the entire sentence. You may leave out unimportant words. See examples below.

WHAT THE BOOK SAYS

In tropical regions, the weather is usually hot and rainy. Costa Rica is a tropical land, but it has a varied climate, partly because of its rugged mountains.

WHAT YOU MIGHT WRITE

Tropical land, weather is hot, rainy. Many different climates because of rugged mountains



Introduction to Research and the Library

6th Grade Simplified Country/State Report

My country is _____

Question	Sub-Topic	Question
1	Description	What continent is the country on?
2	Description	What other countries is the country next to?
3	Description	What bodies of water (oceans, lakes, rivers) are in or near the country?
4	Description	What is the capitol city and other major cities in the country? Tell a little bit about them.
5	Description	What is the climate (weather) of the country?
6	Description	What are the major landforms (mountains, deserts, valleys) of the country?
7	Description	What kinds of plants and animals (flora and fauna) live there?
8	Description	What is special or unusual about this country that you find interesting?
9	People/Culture	What kinds of people (ethnic groups) live in the country?
10	People/Culture	What kinds of languages do the people speak?
11	People/Culture	What kinds of religions are there and where do they pray?
12	People/Culture	What kinds of holidays or festivals are there? Describe how they are celebrated.
13	People/Culture	What kinds of foods do the people eat? Describe some of the foods or give a recipe.
14	People/Culture	What kinds of clothes do the people dress in? Is there a national costume ? Describe it.
15	People/Culture	What kinds of sports or games to people play? What do they like to do for fun (leisure activities, recreation)?
16	People/Culture	What kinds of art (music, visual art, literature) do people enjoy? Tell a little bit about them.
17	People/Culture	Name a person that is important to the history or culture of your country. Tell why her or she is important.
18	History	What important archaeological sites or discoveries were found in the country? Describe them in detail.
19	History	When and how was the country created? Give details and important people involved.
20	(your choice)	Find anything about your country that you find interesting. Explain it fully with supporting details. Determine a sub-topic for the facts.
21	(your choice)	Find anything about your country that you find interesting. Explain it fully with supporting details. Determine a sub-topic for the facts.

Portfolio Evaluation Sheet

THIS SHEET MUST BE KEPT IN YOUR PROJECT FOLDER AND BROUGHT TO CLASS EVERY DAY.
NO POINTS AWARDED WITHOUT THIS SHEET

ACTIVITY	WHERE	DUE DATE	CRITERIA	COMMENTS	POINTS
Book Source Slip	School		Source Slip for book source filled in accurately and completely		5 points Your Score:
Note Cards from Book Source	School		At least 7 book note cards, each card answering one question, initials and source code is filled in	1 point for each	Your Score:
List By Dewey & Investigation of Lost Books Activity Sheet	School and Home		List by Dewey: All topics filled in on the chart Investigation: All information is filled in using complete sentences		Your Score:
Note Cards from Book Source	Home		At least 7 book note cards, each card answering one question, initials and source code is filled in	1 point for each	Your Score:
Finding Your Way Around the Library Activity	School		Title, call number and verification are completed for all books found in the library		10 points Your Score:
Note Cards from Book Source	Home		At least 7 book note cards, each card answering one question, initials and source code is filled in	1 point for each	Your Score:
Sub-Topic Tree Map	School		Tree map complete with four subtopics and the types of information to be classified in them is complete as reviewed in class		10 points Your Score:
Additional Note Cards	Home		Additional notecards completed beyond the already graded cards. These must be complete with sub-topic. If an additional source is used, an appropriate source slip must be completed. See Mr. Bobrosky for help.	1 point for each fact	Your Score:
Works Cited	School		Works Cited is complete listing all sources of information using the correct format and punctuation		10 points Your Score:
Rough Draft	School		Rough draft written. At least three paragraphs including introduction, three subtopics and conclusion.		40 points Your Score:
Edited Rough Draft	School and Home		Rough draft edited as required by your instructor		25 points Your Score:
Final Project	School and Home		Minimum one page essay, maximum two. Typed, double spaced in 12 point Times font. Cover page, works cited and additional pages as required by your instructor included		100 points Your Score:

PLEASE NOTE: THIS IS A GENERIC PORTFOLIO EVALUATION SHEET! THE SHEET THAT YOUR TEACHER IS USING MAY BE MODIFIED FOR THEIR PROJECT.