



# Northwestern Middle School Endangered Species 7<sup>th</sup> Grade Research Project Packet 2012

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

Over the next seven weeks you will engage both the research and writing process in an effort to learn more about one of our fellow inhabitants of the Earth and to examine the factors that are contributing to its declining population. You will pursue information from a variety of sources in an effort not only to become an expert on this animal and its habitat, but also to become an ambassador for its survival. This assignment is a cooperative effort between the Language Arts and Science Departments and is designed to give you practical, real-world experience in the application of research and writing skills. Many of you who master these skills during this project will likely find them useful throughout the rest of your life.

Your project will persuasively confront the question:

**Why is the \_\_\_\_\_ endangered, and what can we do about it?**

The timeline below will be used as a guide for the completion of the components of this project and may be subject to change as needed.

Monday	Tuesday	Wednesday	Thursday	Friday
9	10	11	12	13
<b>Target Lessons for this Week</b> <ul style="list-style-type: none"> <li>• Taking a look at the End</li> <li>• Recognizing the Parts of the Process</li> <li>• The Use and Misuse of Wikipedia</li> <li>• Introduction on Using the Online Databases</li> </ul>			<b>What students should be working on at home</b> <ul style="list-style-type: none"> <li>• Learning General Information about your species.               <ul style="list-style-type: none"> <li>◦ Print and read Wikipedia Article on chosen animal</li> </ul> </li> <li>• Developing questions to focus your research               <ul style="list-style-type: none"> <li>◦ What do I know? What do I need to find out</li> </ul> </li> </ul>	
16	17	18	19	20
<b>Target Lessons for the Week</b> <ul style="list-style-type: none"> <li>• Scavenger Hunt – Exploring Project Resource Site</li> <li>• Evaluation of Online Sources of Information</li> <li>• Targeted Search Strategies – Finding Specific Info</li> </ul>		<b>What students should be working on at home</b> <ul style="list-style-type: none"> <li>• Independent exploration of Project resources – Use Data Bases to find Periodical Articles</li> <li>• Scavenger Hunt – Will likely need to be completed at home – Apply discovery to species</li> <li>• Evaluation of Online Sources of Information -</li> <li>• Apply Targeted Search Strategies to find and print specific/focused information on species</li> </ul>		
23	24	25	26	27
<b>Target Lessons for the Week</b> <ul style="list-style-type: none"> <li>• Properly Documenting Sources – Source Cards</li> <li>• Using Citation Machine to begin Works Cited page</li> <li>• Individual Research – Computer Lab</li> <li>• Source Cards will Checked this week along with Bib</li> </ul>		<b>What students should be working on at home</b> <ul style="list-style-type: none"> <li>• Targeted Online searches for credible, relevant, and specific info using Project Resource Site</li> <li>• Completion of properly formatted Source Cards documenting online reference materials.</li> <li>• Reading and Highlighting relevant information in preparation for note-taking</li> <li>• Identifying gaps in their research and continued searches for needed information.</li> </ul>		
30	31	1	2	3
<b>Target Lessons for the Week</b> <ul style="list-style-type: none"> <li>• Examine Models for <u>Intro to Species</u> and <u>The Problem</u></li> <li>• Taking effective notes – <u>Paraphrasing to summarize</u></li> <li>• Drafting the sections – using notes to develop content</li> <li>• Parenthetical Citation relationship to Works Cited page</li> </ul>			<b>What students should be working on at home</b> <ul style="list-style-type: none"> <li>• Taking notes from highlighted source information</li> <li>• Using notes to complete drafts of first two sections.</li> <li>• Including “in text” parenthetical citations</li> <li>• Continue development of Works Cited page</li> <li>• Continue online research and notes as needed to close gaps.</li> </ul>	
6	7	8	9	10
<b>Target Lessons for the Week</b> <ul style="list-style-type: none"> <li>• Recognizing correct use of Parenthetical Citation</li> <li>• Drafting the Habitat and Solutions sections</li> <li>• Adding Authority to your content</li> </ul>		<b>What students should be working on at home</b> <ul style="list-style-type: none"> <li>• Using notes and models to complete drafts of Habitat and Solutions Sections of the brochure.</li> <li>• Begin acquiring links for needed images</li> <li>• Begin construction of Logo and Mission Statement</li> <li>• Continue online research and notes as needed to close gaps. Update Works Cited as needed.</li> </ul>		
13	14	15	16	17
<b>Target Lessons for the Week</b> <ul style="list-style-type: none"> <li>• Peer evaluation of drafted sections</li> <li>• Using the evaluation tool to make effective revisions</li> <li>• Strategies for incorporating graphic and textual features.</li> <li>• Formatting and Citing Supporting Images</li> </ul>		<b>What students should be working on at home</b> <ul style="list-style-type: none"> <li>• Revising sections in response to peer evaluation and the evaluation checklist</li> <li>• Cleaning up parenthetical citations and Works Cited entries</li> <li>• Editing content for correct grammar, spelling. Refining sentence construction and paragraph flow through the effective use of transitions.</li> </ul>		

**Final Draft and all other related work is due by the end of class on Wed, Feb 29<sup>th</sup>.**

I have reviewed the schedule of assignments above, and the rest of the contents of this packet with my child.

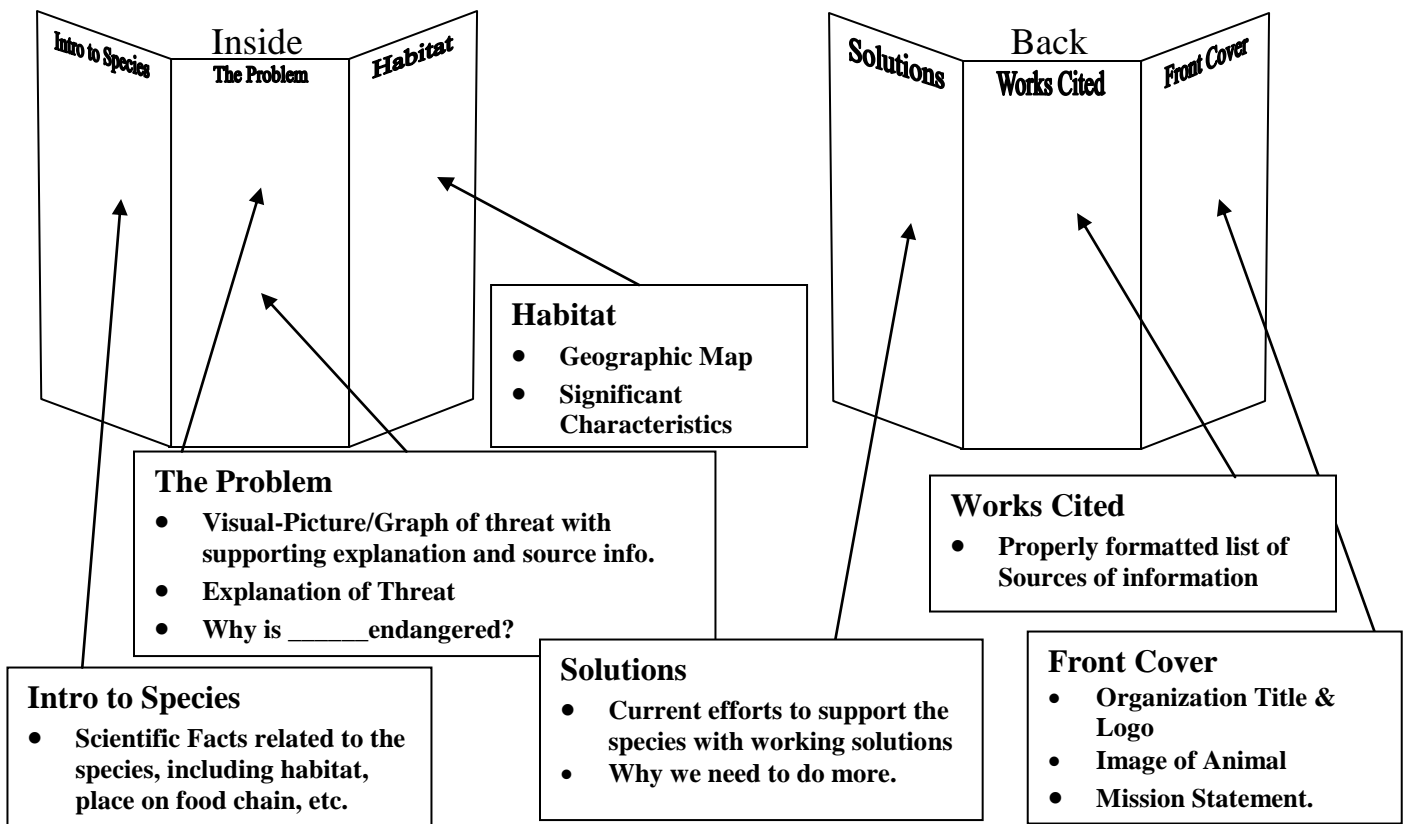
**Parent Signature:** \_\_\_\_\_ **Student Signature:** \_\_\_\_\_

# Northwestern Middle School Endangered Species 7<sup>th</sup> Grade Research Project



Congratulations! You have just been selected by an international conservation group to create an advertising campaign promoting the cause of an endangered species. Your job will be to produce the promotional pamphlet that will be used to generate awareness for the plight of this animal. If you are successful, your efforts will turn the heads of government officials and private citizens toward meeting the needs of this struggling species. **Since you may know little about the specific challenges faced by this animal, your work will first focus on research.** Since your pamphlet will need to be both informative and persuasive, you need to have a solid knowledge of this animals needs, habitat, and the challenges it faces from both man and the environment.

Although you will have some creative control over the presentation of the content you include in your pamphlet, your customer has provided general guidelines for required content. See below for the general organization of your product.



Obviously, you have a variety of types of information that you must find in your research. Consequently, you will need to find both **generally accepted facts** on the species along with **research conducted on the contributing factors to its decline in population**. You will need to become an expert on these subjects, as you will need to organize and present the information in an attractive and persuasive manner. Because your pamphlet may be used to influence governmental agencies and benefactors of significant financial resources, **you will need to make sure that your sources of information are both reliable and represent a broad range of objective information.** The future of the species is counting on you!

## *Language Arts Requirements*

**Final product – Brochure** about your endangered species (as outlined on the previous page). The final draft of this product will represent the culminating effort of all your research. Below you will see the items that are necessary to properly complete the creation of your brochure.

**Five sources** documented on five source cards (minimum). Sources should represent a **variety** of electronically accessed, credible media.

**You must have between 15-20 properly formatted note cards** (total). The note cards must span a variety of types. The four types we will utilize are paraphrase, quotation, summary, and basic facts.

**Between 3-5 examples of Parenthetical Documentation.** This means that anytime you use paraphrased, summarized, or quoted material, you must properly use “in text” documentation to credit the source.

**Works Cited** – this page lists all of the sources you used in to create your brochure

**Organization – Photocopy/Print and Keep** copies of all sources of information used in the development of your brochure. All note-cards should be taken from highlighted sections of source material. All drafts must be retained in order to document the development of your content. All of the above must be organized as required and turned in with the final product.

## **Documenting your sources**

Whenever you use someone else’s **words or ideas**, you need to credit the source. **One way to do this is to include the source at the end of the sentence that contains information you found in your research.** Put the author’s last name and the page number in parentheses. You will also need a **works cited page** on the back of your brochure. **See page R35** in the back of your literature textbook for specific information on properly formatting your list of sources using MLA style.

## **An important note about plagiarism:**

Presenting someone else’s **ideas** as your own is known as “plagiarism.” To avoid plagiarism, you must properly give credit to the sources of information you use in your brochure. **Remember that the purpose of this project is not to simply reorganize information that you discover relating to your subject, but to draw your own conclusions based on that information.** The conclusions you draw **from** the information and the point you are making with the information will be what makes this project **yours**. If you have a question about whether you are properly using the information you have found in your research, ask the teacher.

**Inadequately or improperly documented sources may result in the failure of this project to receive a grade. Please do not let this become an issue with your project.**

# Source Cards


Source cards are used to document **the sources of information** you use in your brochure. You will use this information to construct your **Bibliography of Works Cited** panel.

Those sources may consist of:

- **Web Sites**
- **Government Reports or Documents**
- **Research Reports or Organization Fact Sheets**
- **Other On-line accessed information sources**
- **Periodicals/Magazines**
- **Reference Books**
- **Encyclopedic Reference Sources**

For each source you find, record the bibliographic information on a separate index card. You will need this information to give credit to the sources in your paper. You will use the source number on each card to identify the notes you take during your research.

Note: Using different colors for each separate source may be an easy way for you to keep track of your note cards for each source.

	Source Letter → 
Author (if available)	
Organization Title	
Web Page or Article Title	
Web Site Title	
Web URL	
Date Published	Date Retrieved

The information for a source card on a **web site** might appear like this. Since there is no standard for the location or inclusion of this information on your sources, you should include all that you can find.

**Important:** Every note card taken from **this** source will have the same **source letter**, indicating that it was a notation taken from this particular source of information.


This will help you keep track of your sources once you begin to organize your cards.

The information for a source card on a **Magazine** might appear like this.

**Important:** Every note card completed from this magazine article will have the same **source letter**, indicating that it was a fact taken from this particular source of information.

If the journal is accessed electronically, you simply include the information that accounts for how you accessed it.

**The Citation Machine** may be referenced to see what information you need to include on your source card.

	Source Letter → 
Author	
Title of article	
Title of Magazine	
Volume # /Issue # / Page #s	
Publishing Date	

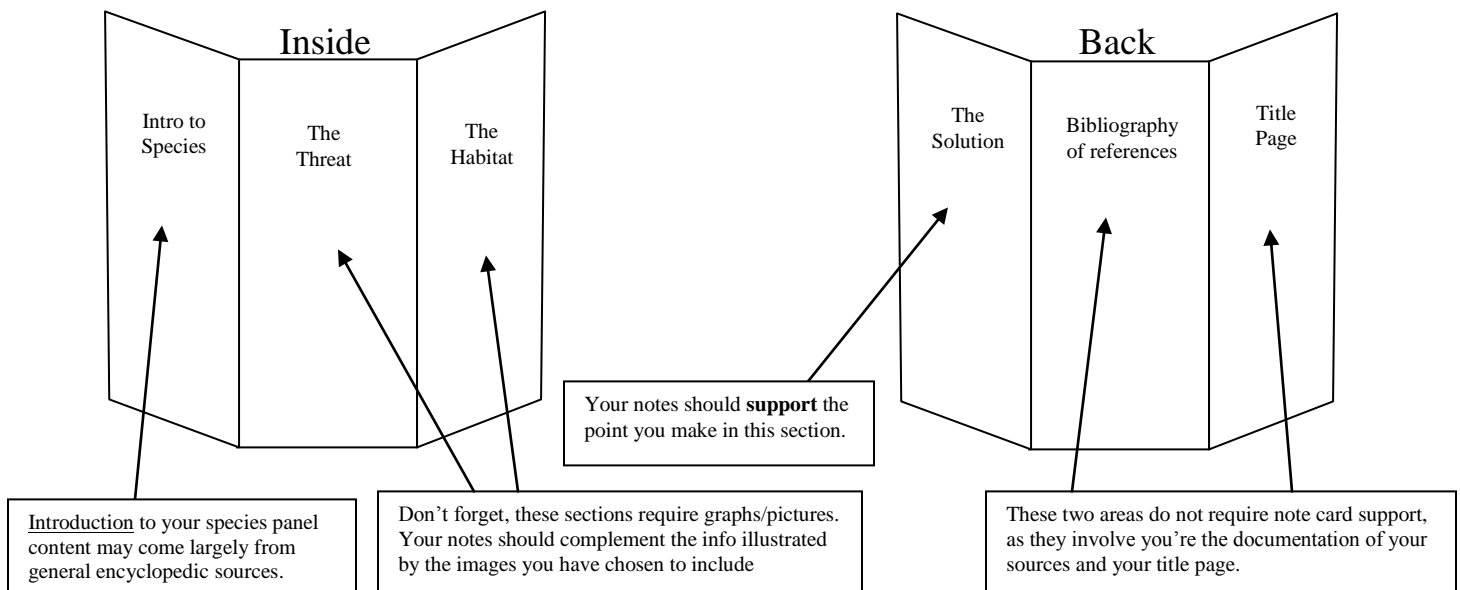
# Note Cards

As you read and find material that **suits the purpose of your project**, record each piece of information on a note card. You will probably use all four of the note-taking methods listed below:

- **Paraphrase**, or restate in your own words, the main ideas and supporting details from a passage. Your most valuable notes will likely come in this form. Make sure you know **how**.
- **Summarize**, or rephrase the original material in fewer words, trying to capture the key ideas.
- **Quote**, or copy the original text word for word, if you think the author’s own words best clarify a particular point. Use quotation marks to signal the beginning and the end of the quotation. General reference sources should not be quoted. **Authors and experts are quoted.**
- **Fact**, common knowledge may be bulleted and does not require parenthetical citation.

<div style="display: flex; justify-content: space-between;"> <span><b>Main Idea</b></span> <span><b>Source Letter</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">A</span></span> </div> <div style="text-align: center; margin: 20px 0;"> <h1 style="font-size: 4em; margin: 0;">Notes</h1> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 60%;"> <p><b>Type of Notation</b> (Quotation, Paraphrase, Summary, Fact)</p> </div> <div style="width: 30%; text-align: right;"> <p><b>Page #s</b> (print sources only)</p> </div> </div>	<p><b>Remember</b>, every note card you complete from your #1 source, <b>will have the same source letter.</b></p> <p>You may have eight to ten different note cards from this source. They will all have the “A” in the upper right hand corner. The differences will involve the content of the card, main idea, information, page number, and the type of note.</p>
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No matter how good your notes are, they won’t help you if you don’t organize them effectively. Group related cards together **by Main Idea**, and use the focus for each panel of your brochure to direct the focus of both your research and the notes you take from it.



# Use the chart below to document your progress.

As you complete each step, check the adjacent box and have the teacher initial to verify your completion of that step.

<b>Step #1</b>	Student	Teacher
Locate your sources and create <b>source cards</b>		
<b>Step #2</b>		
Complete <u>working</u> <b>Works Cited</b>		
<b>Step #3</b>		
Read, highlight, and take <b>notes</b> on your <b>note cards</b>		
<b>Step #4</b>		
Complete <b>rough draft of Intro &amp; Problem</b>		
<b>Step #5</b>		
Complete <b>rough draft of Habitat and Solutions</b>		
<b>Step #6</b>		
Word process the <b>final draft</b> of your brochure		

Students, it is your responsibility to make sure that I have initialed the steps above to ensure that a grade has been recorded. Failure to acquire my initials on the due date of the assignments above may result in a zero for this individual assignment. I must monitor the progress of over 100 students as they complete this process. You must do your part to ensure that you are receiving credit for work you have completed on time. Failure to do so may have a detrimental effect on your semester grade.

Other Members of the staff who will be glad to assist you in this process if you ask politely



**Mrs. Derby**  
Technology Specialist  
Computer Lab



**Mrs. Dieninger**  
Media Specialist  
Media Ctr.



**Mrs. Krogh**  
Media Clerk  
Media Ctr.