By: _____

Grade: _____

Teacher: _____

Class IIM Unit

_____

My IIM Topic

_____

Date Started: _____

Date Finished: _____

Decision Making for Research Topic

1. State the PROBLEM:

_____

_____

_____

_____

2. List some ALTERNATIVES:

_____

_____

_____

_____

_____

3. List your CRITERIA:

_____

_____

_____

_____

_____

4. Make your DECISION:

_____

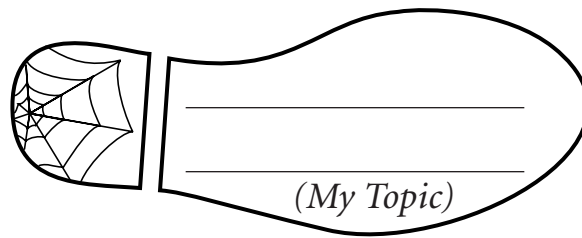_____

_____

_____

5. Give your REASONS:

_____

_____

_____

_____

Concept Map

Web ideas about your *Topic* on the *Concept Map* using what you already know and questions about what you want to learn.

(My Topic)

Setting Research Goals

Notefact Goal: _____

Required Glossary Entries: _____

Required Number of Resources: _____

Required Resource Types: _____

_____

_____
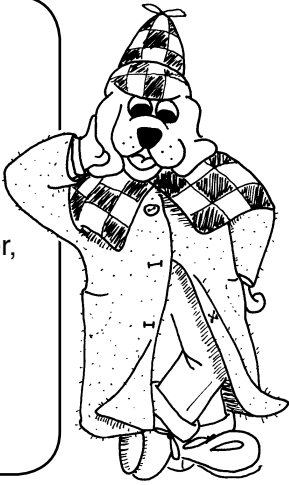
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_____

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Resource Types

Book, magazine, Internet, TV show, letter, computer, interview, video/movie, poster, field trip...

My Topic: _____

Questions to Guide My Research
Teacher Question(s):

_____
_____
_____
_____
_____
_____
_____
_____

My Questions:

_____
_____
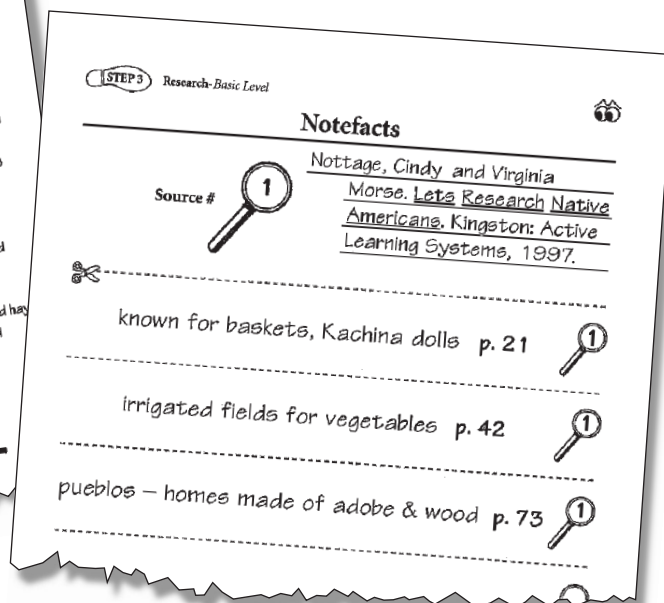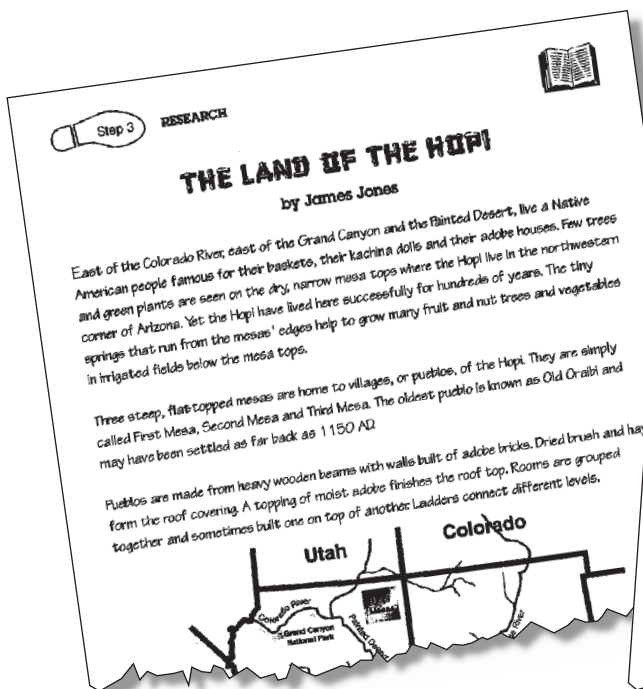_____
_____
_____
_____
_____
_____

Steps to Taking Notefacts

These are directions to help you take **notefacts** for your IIM using the *Notefacts* pages. If you follow these steps, you will be on the way to becoming a good researcher.

1. Each resource you use will have its own number. Write that number in the large magnifying glass and on all the small magnifying glasses on your *Notefacts* pages.

2. Record required information for your bibliography on the solid lines.

3. Now you're ready to take **notefacts**. Agent IIM calls them **notefacts** because they are short (notes) and true (facts).

4. **Notefacts** should be:

   - Written in your own words
   - Short but complete enough to make sense
   - Related to your goal setting questions
   - Written between the dotted lines — one **notefact** per space
   - Documented by page number

Don't be a plagiarist by stealing other authors' words

THE LAND OF THE HOPI
by James Jones

Step 3   RESEARCH

East of the Colorado River, east of the Grand Canyon and the Painted Desert, live a Native American people famous for their baskets, their kachina dolls and their adobe houses. Few trees and green plants are seen on the dry, narrow mesa tops where the Hopi live in the northwestern corner of Arizona. Yet the Hopi have lived here successfully for hundreds of years. The tiny springs that run from the mesas' edges help to grow many fruit and nut trees and vegetables in irrigated fields below the mesa tops.

Three steep, flat-topped mesas are home to villages, or pueblos, of the Hopi. They are simply called First Mesa, Second Mesa and Third Mesa. The oldest pueblo is known as Old Oraibi and may have been settled as far back as 1150 AD.

Pueblos are made from heavy wooden beams with walls built of adobe bricks. Dried brush and hay form the roof covering. A topping of moist adobe finishes the roof top. Rooms are grouped together and sometimes built one on top of another. Ladders connect different levels.

Utah   Colorado

STEP 3   Research-*Basic Level*

Notefacts

Source # **1**   Nottage, Cindy and Virginia Morse. Lets Research Native Americans. Kingston: Active Learning Systems, 1997.

known for baskets, Kachina dolls **p. 21** ①

irrigated fields for vegetables **p. 42** ①

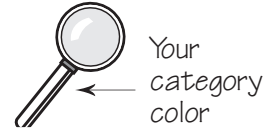pueblos — homes made of adobe & wood **p. 73** ①

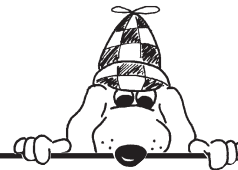# Sources of Information

Steps to Organizing

1. Think about categories as you read **all** your notefacts.
2. List categories at the bottom of this page.
3. Color the **handle** of each category lens a different color.
4. Write categories on *Organizing Notefacts* pages, one sheet for each category.

Notes About _____

Your category color

5. Color code all your notefacts according to category colors. (Color handle only.)
6. Cut notefact strips.
7. Place color-coded notefact strips on each *Organizing Notefacts* page.
8. Rearrange the notefacts in an order that makes sense.
9. Check with your teacher.
10. Glue strips to pages.

Categories

Choosing a Product

Your product must show what you've learned during IIM. Choose something:

> • *that you enjoy*　　• *that will be interesting to others*
> • *that is different from other products you've made*

Action: commercial, competition, dance, debate, demonstration, experiment, game, interview, lesson, performance, play, puppet show, scavenger hunt, speech, treasure hunt,

_____

Collection: collage, display, learning center, mini-museum, portfolio, scrapbook, terrarium,

_____

Model: diorama, invention, musical instrument, scale model, sculpture,

_____

Technology: animation, computer program, database, overhead projection, photograph, radio program, slide/sound program, tape recording, TV program, video tape, web page,

Visual Representation: bulletin board, cartoon, chart, concept map, costume, display board, family tree, flag, float, graph, map, mask, mobile, mural, needlework, painting, picture book, poster, project cube, puzzle, quilt, time line,

_____

Written Work: advertisement, book (ABC, biography, diary, fact, fantasy, flip book, journal, picture book, recipe book, science fiction, shape book), brochure, crossword puzzle, dictionary, fact cards, letter, magazine, news report, poetry, riddle, song, travel log, word search,

Remember!
- Be sure your product shares what you've learned during your research
- Plan carefully
- Leave enough time to make a quality product
- Proofread your work

Change any of the suggestions, or come up with your own ideas.

My Presentation

Product: _____

Method of Presentation: *(Describe and list steps)*

_____

_____

_____

_____

_____

_____

Materials I Will Need:

Notecards

Visual Aids—list:

_____

_____

_____

Handout—attach copy

Equipment—list:

_____

_____

_____

Last Chance Check!

1. Practice your presentation.
2. Evaluate both your product and presentation.
3. Circle what you have done well.
4. Improve those things that aren't circled.

My Product:

Teaches something I've learned

Uses correct spelling and grammar

Is a creative way to share information

My Presentation:

Teaches something I've learned

Is clear and well organized

Uses quality speaking voice— slow, clear, and loud

Is interesting to audience