

Research Without Copying

Elizabeth Allen
allene1@lc-ps.org

Susan Trebilcock
trebisu@lc-ps.org



The Basics

Our Part...

- *Copying and data dumping
- *Relevancy
- *Introduce research and change the end product
- *Synthesize rather than copy
- *Work smarter, not harder



The Basics

Their Part...

- *Limited reading ability
- *Limited vocabulary
- *Lack of research skills
- *Lack of understanding of assignment
- *Lack of motivation
- *A non-stimulating final product



Bloom & Marzano



1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating testing hypotheses
9. Cues, questions.



How to Stop Copying

If you change the end product you also change the thinking and research process the student uses to develop the product.

Instead of this:

Topic: Famous African Americans

Assignment: A brochure on a famous African American of your choice

What the student will do: Copy enough information to fill the pages of a brochure about his/her explorer.

Blooms Level: Remember



When the end product is changed so that students have to USE information in new ways, copying is nearly impossible!

Try this:

Topic: Famous African Americans

Assignment: An associative letter report about an important event during the life of a famous African American

What the student will do: Locate and analyze information
Choose an important event and verify information
Write an associative letter report incorporating the most important detail
Utilize functional research resources including dictionary and thesaurus

Thinking Level: Understand, Apply, Analyze, Evaluate, Create



Associative Letter Report

Is P really for fairy tale? What word can you associate with a famous person? Is B really for Rosa Parks? Each word beginning with the letter B is a fully illustrated page of text.



B is for Rosa Parks

Bus

Linsey

Bandwagon

Beauty



I will not
change my
seat.

Brave

Badge of
Honor

Backbone



Bus

B is for Rosa Parks because in December of 1955 she wouldn't give her seat on the BUS to a white person. The bus driver had her arrested. She went to court and they said she was guilty of breaking a city law. How unfair!



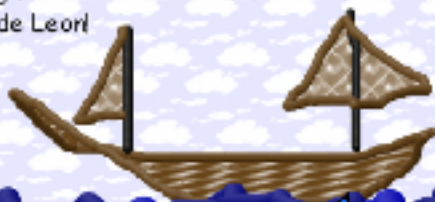
The If, But Report

In the true style of Marzano, this report asks students to compare and contrast two different people, animals or events.



If I was Vasco da Gama, I would have been born in 1469 and died in 1524. Also, I'd be a Portuguese explorer who discovered a route from Portugal to the East. I would have started heading east on July 8, 1497 and reached The Cape of Good Hope on November 22. I would have returned in 1499 without a lot of my crew members because they died of scurvy. But, I wouldn't be a Spanish explorer who first discovered Florida. I also wouldn't have established the oldest European settlement in Puerto Rico. I wouldn't be searching for the Fountain of Youth either because then I would be Ponce de Leon!

Hank



If I was an alligator, I would eat meat and live in fresh water. I would also use my tail and webbed feet to help me swim. Also, I'd have a "U" shaped jaw. But, I wouldn't have a "V" shaped jaw because a crocodiles have that!

Jessie

Alligator



U-shaped
jaw.

Crocodile

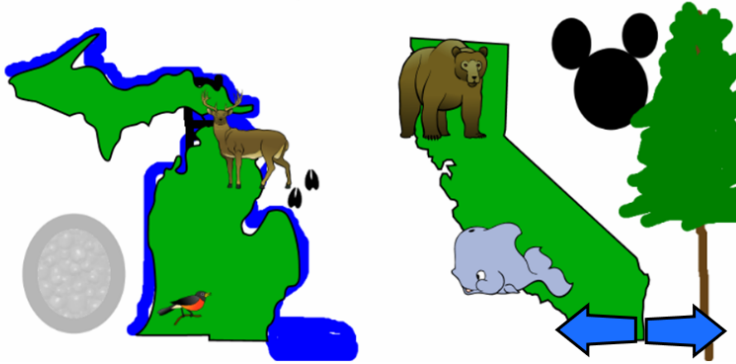


V-shaped
jaw.



Sadie

If I visited Michigan, I would see the Mackinac Bridge and the Great Lakes. I would also see a robin, a white-tailed deer, and an apple blossom. Also, I'd see a Petoskey stone and a white pine tree. But I wouldn't see Disneyland or Hollywood. I also wouldn't see giant redwoods, grizzly bears, and gray whales because I'd see that in California.



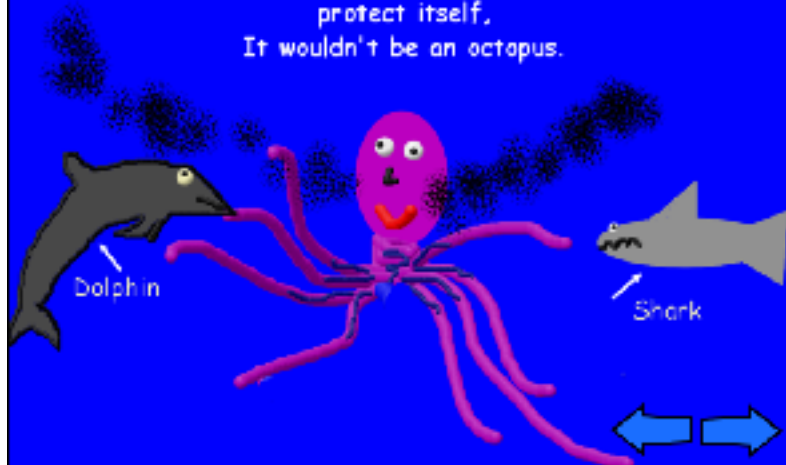
The If Report

This cause and effect poem asks students to find three facts about a person, animal, or event.



Ellie

If it didn't have eight arms,
If it didn't have blue blood,
If it didn't squirt black ink in the water to
protect itself,
It wouldn't be an octopus.

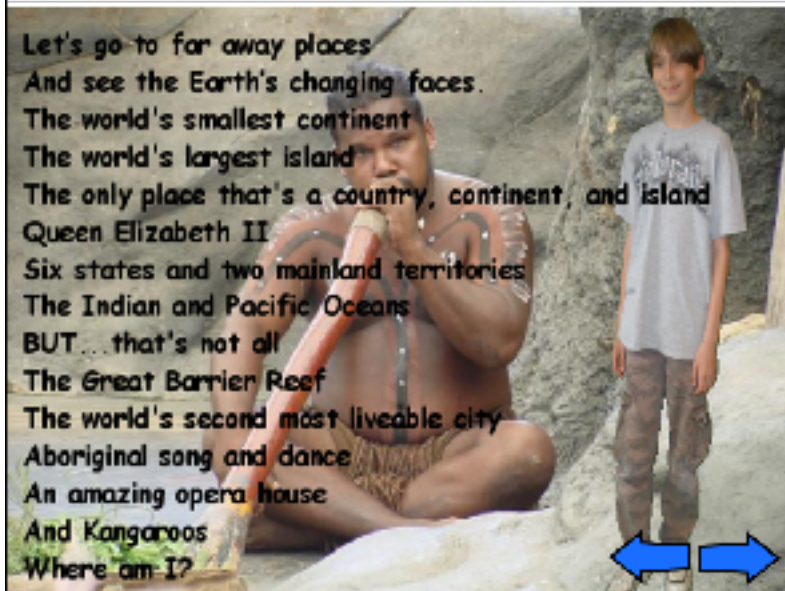


Geography Riddle

(Use to describe a place or an historical event)
Begin with: Let's go to far away (or long ago) places
And see history's (or the Earth's) changing faces.
(List six to eight items one would see)
Add: But that's not all (List 5-8 more items)
Ask: Where am I? (Name the place)



Let's go to far away places
And see the Earth's changing faces.
The world's smallest continent
The world's largest island
The only place that's a country, continent, and island
Queen Elizabeth II
Six states and two mainland territories
The Indian and Pacific Oceans
BUT... that's not all
The Great Barrier Reef
The world's second most liveable city
Aboriginal song and dance
An amazing opera house
And Kangaroos
Where am I?



Mystery Report

Students read about an individual or topic in which they're interested. Then, they list ten facts about their person or topic, in no particular order. Students then present their report in the form of a game.



1. I was born on February 6th, 1895.

2. Some people call me the greatest baseball player ever!

3. I hit 714 homers!

4. I started my career with the Boston Red Sox.

5. My real name was George Herman, but, people knew me by my nickname.

6. I made it in to the Baseball Hall of Fame in 1936.

7. I was the first player to hit 60 homers in 1 season!

8. I died on August 16, 1948

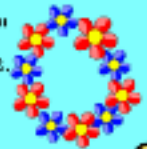
9. I was a left hand batter and pitcher.

10. I played for the Boston Red Sox, New York Yankees, and Braves.

WHO AM I???

By: Liam

Mystery Place



1. This state is the 50th state.
2. This state grows a lot of pineapple!
3. The capital city is Honolulu.
4. This state is the 43rd biggest state.
5. The state name means "homeland."
6. The state motto is: The life of the land is perpetuated in righteousness.
7. The state nickname is "Aloha State."
8. The Pacific Ocean borders this state.
9. The state flower is the hibiscus.
10. This state grows a lot of bananas.

Fact or Fiction Book

The front of each sheet of paper includes a Fact or Fiction heading, below: the student writes a statement about the topic being studied. On the back of that page, the heading is either Fact or Fiction depending on whether the statement was true or false. The student also includes an explanation of the answer.

My Election Fact or Fiction Book.
By: Jess



Fact or Fiction



John McCain agrees with universal health care.

Fiction



John McCain does not believe in universal health care.

Fact or Fiction



John McCain wants to cut back on wasteful government spending.

Fact



It is a fact John McCain does want to cut back on government spending. He wants to freeze all spending except military.

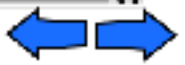
Fact or Fiction



Barack Obama wants to encourage automakers to make something to produce more fuel efficient cars.

Tell Me Again

Modeled after the Jamie Lee Curtis book *Tell Me Again About the Night I was Born*, students report on the life of a person. This model especially lends itself well to autobiography projects.



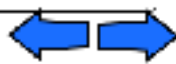
The Never-Ever Report

The Model

You should never-ever _____ because you might _____

And you should definitely never-ever _____ because _____ and _____

But you can _____ because _____



NEVER-EVER!!!!

You should never-ever ask an Emperor Penguin to live in Florida because an Emperor Penguin needs to live in a pack of ice in Antarctica.

And you should definitely never-ever have a swim-off against an Emperor Penguin because penguins spend most of their life in the water and swim really well.

But, you can definitely get advice on how to be a good dad from an Emperor Penguin because the dad takes care of the baby penguins.

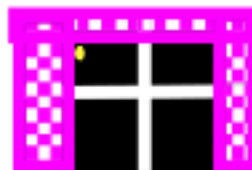


Fortunately, Unfortunately

This reporting model has students describing both the fortunate and unfortunate details of any situation. While this activity is best served for non-fiction reports, it can also serve as an excellent format for creative writing.

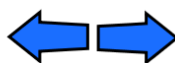


Fortunately, I got a plant for my birthday.
Unfortunately, I'm not very good at taking care of things.
Fortunately, I got a book about plant care.
Unfortunately, I'm not a lover of reading.
Fortunately, it had lots of pictures.
Unfortunately, my brother made fun of me for reading a picture book.
Fortunately, it showed a picture of the plant in sunlight.
Unfortunately, my room doesn't get any sun.
Fortunately, I know a plant needs water.
Unfortunately, the sink closest to my room is broken.
Fortunately, the plant came with soil.
Unfortunately, my dog ate it.
Fortunately, my room has a lot of fresh air.
Unfortunately, I left an old glass of milk in my room and now the air isn't so fresh.
Fortunately this plant doesn't have feelings.
Because, unfortunately, my plant is dead.



The Attribute Report

In this report, students describe animal characteristics from the first person point of view as if the chosen animal is speaking to an observer.



I am T-Rex, come to my home in the forests long ago.
I am T-Rex, hear roar and crush the bones of my prey.
I am T-Rex, see my 40 ft. long, 7 ton body,
see my short arms and 2 clawed fingers,
see my 60 teeth!!!
I am T-Rex, watch me eat a Triceratops.
I am T-Rex, hear me, see me, but watch out,
I'M WATCHING YOU!!!!



For Rent

In this non-traditional animal report, students 'advertise' the positive characteristics of an animal in order to find a "renter."



FOR RENT: ONE SPIDER

It's the most helpful thing you'll ever rent since it can help farmers grow cotton crops by killing other insects. Kill mosquitos. And make beautiful webs out of silk stronger than steel. And the greatest thing about it is it only lives one year... unless your rent a tarantula...it lives for 15 years!



Classifieds

In this report students are actively seeking a person, place, thing, etc. similar to classified ads found online or in the newspaper.



NEWSPAPER



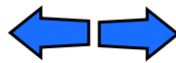
CLASSIFIEDS

Young boy seeking a home in an urban community. Must be in a BIG city with lots of buildings, a public transportation system, and lots of people. No farm animals or crops, please.



Wanted

In this report, students describe a person, place or thing, giving clues. At the end of the report, students list possible aliases of what it is they're describing.



WANTED



*TWO DIMENSIONAL SHAPE
*MADE OF STRAIGHT SIDES
*CLOSED SHAPE

POSSIBLE ALIASES INCLUDE:
STAR, HEXAGON, PENTAGON, &
SQUARE



Five Senses Poem

Adaptable to any subject area, the five senses poem asks students to use their five senses to describe a person, place, thing, or event in detail.



Top 10

In this report, students list the top 10 or worst 10 reasons to live in or visit a particular place.




Ashley's Top Ten Reasons to Want to Live in the Southern Colonies!!!!

1. It's the warmest of all 3 colony regions!
2. The main motivation of the southern colonists is to make \$\$\$!!!!
3. You get to live on large acres of farmland called plantations.
4. You get to farm tobacco, rice, and indigo!
5. You get to go to school at home!
6. Girls don't receive schooling, so, boys have a chance to be smarter for once!
7. You get to make your own toys!
8. You get to play in common areas with other kids from town.
9. There are lots of religions there, not just one main one.
10. There are some big mansions in the southern colonies.







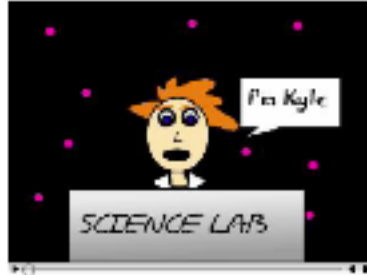


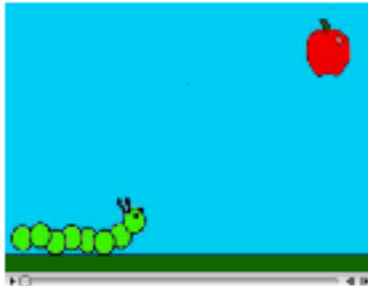
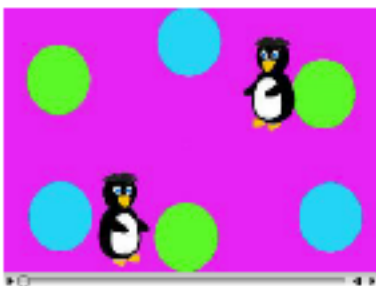




Jessica's Top 10 Reasons Not to Live on Jupiter!

1. The temperature on Jupiter is -244 degrees Fahrenheit.
2. Jupiter is made out of mostly gas.
3. Jupiter has a really strong magnetic field.
4. A 100lb. person would weigh 254 pounds on Jupiter!
5. Jupiter is 5.2x farther from the sun than earth, so, it's really cold!
6. Jupiter has no seasons!
7. There is no oxygen on Jupiter!
8. Jupiter has a thick atmosphere.
9. Plants, animals, and humans can't survive on Jupiter.
10. Jupiter spins really quickly!

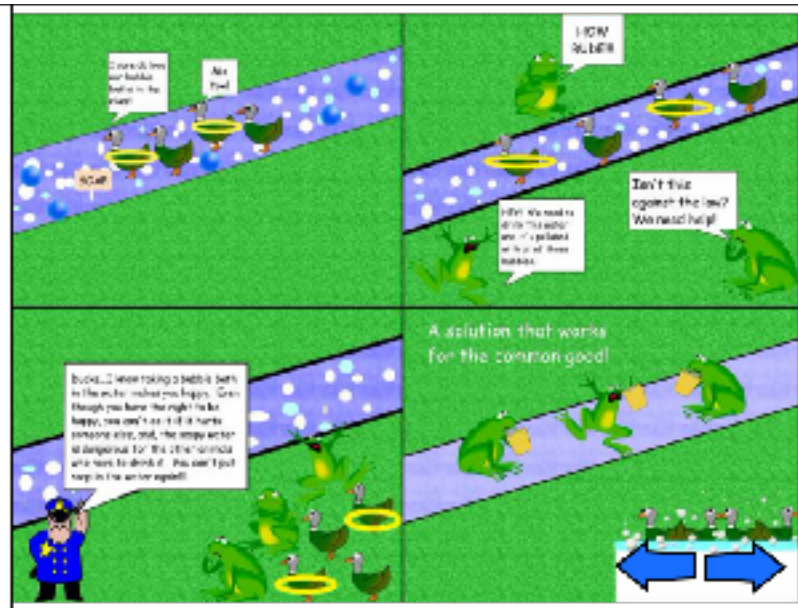
Animation

Animation lends itself well to any curricular area. Not only does it provide students with an alternate form of assessment, but, provides students with opportunities to improve upon reading, writing, fluency, research, communication and problem solving skills.

Comic Creation

Comic creations have the potential to help non-readers not only with sequencing, but, with using illustrations as a communication medium. Early readers are able to use comics to make the connection between illustrations and text. For those more advanced readers, comics help students understand point of view, context, inferences, and narrative text structures. Comics have the ability to meet the needs of diverse learning styles and span across a variety of curricular areas.



Resources

- Nancy Polette: <http://www.nancypolette.com/>
Nancy's site contains numerous handouts, lesson plans, and books including "Research without Copying," the book from which several presentation lessons were taken.
- Recipes4Success: <http://www.recipes4success.com/>
From Tech4Learning, Recipes4Success contains numerous lesson plans, tutorials, web-based tools, and teaching and learning resources.
- Pieces of Learning: <http://piecesoflearning.com/store/index.html>
This publisher website contains numerous books about higher level thinking, research without copying, Bloom's Taxonomy and more.
- Tech4Learning: <http://www.tech4learning.com>
This innovative technology company makes incredible creativity software for K-12 students. The site also permits free 30 day downloads of all Tech4Learning software.

