

THE OLYMPICS

- **7TH Grade Research**
- **..... A process**

Step 1: BRAINSTORMING

- ☐ Pick topic then brainstorm (cluster map, bullets, mapping, cubing, etc.)
- ☐ Remember to keep writing. It is not time to evaluate.
- ☐ Cluster like ideas

1. BRAINSTORMING

Journalistic questions:

☐ Who? What? When? Where? Why? How? So what?

Relationships

☐ What causes ____? What are the effects of ____?

☐ What is the purpose of ____?

☐

Definitions

☐ How does the dictionary define ____?

☐ What do I mean by ____?

☐ What group of things does ____ belong to?

☐ What parts can ____ be divided into?

Brainstorming continued

Compare/Contrast

- ☐ What is _____ similar to?
- ☐ What is _____ different from?

☐ **Describe**

- ☐ color, shape, size,

☐ **Associate**

- ☐ What does _____ make you think of?

Brainstorming continued

☐ **TOPIC** Physics of jumps in track and field

WHAT DO YOU KNOW? WHAT ARE RELATED TOPICS?

☐ Fosbery Flop (1968) Newton's law of gravity

☐ Gravity trajectories

☐ Acceleration projectiles

☐ drag force body mechanics

☐ Center of mass

☐ Speed=height

☐ Form

☐ lift

2. ESSENTIAL QUESTION

What important question do you want to be able to answer when you are finished researching??

- ☐ From your brainstorming create a question based on an issue that your paper will be about
- ☐ Should be specific
- ☐ Should cover only what you will write about
- ☐ Can still change as you continue the process of researching



Essential Question

What effect does physics have on the height of jumps in track and field?

How does physics effect the height of jumps in track and field?

What effects do center of mass and speed have on the height of jumps in track and field?

2. ESSENTIAL QUESTION-Key Words

- ☐ Importance of
- ☐ Effects of (on)
- ☐ Influence of (on)
- ☐ Result of
- ☐ Impact on (of)
- ☐ The process
- ☐ Cause of
- ☐ The Legacy of
- ☐ History of
- ☐ Origin of
- ☐ Characteristic(s) of
- ☐ Contribution of
- ☐ Evidence of

WHAT?
HOW?
WHY?

2. Essential Question

Topic Physics of jumps in track and field

Essential Question How does physics effect the height of a jump in track and field.

KEY WORDS

Fosbery Flop
Lift
Acceleration
Center of mass

SYNONYMS

height
speed

3. PLANNING

Thesis Statement

Key Words (continued)

- ☐ The thesis statement is the **MAIN IDEA** of your research paper.
- ☐ Your thesis statement should be specific—it should cover only what you will discuss in your paper and should be supported with specific evidence.

3. Planning-Thesis Statement

☐ THESIS STATEMENT

☐ Issue (fact)

☐ Point of View (hypothesis)

☐ Thesis-combine issue + fact

Step 3: Planning Thesis Statement

- FACT: HEIGHTS OF JUMPS IN TRACK AND FIELD
- HYPOTHESIS: EFFECTED BY PHYSICS
- THESIS STATEMENT: HEIGHTS OF JUMPS IN TRACK AND FIELD ARE EFFECT BY PHYSICS.
- (LATER TO CENTER OF MASS, LIFT, AND ACCELERATION).

STEP 4: Locating Information Stage

Parts of the Library

- ☐ **Non Fiction** –Dewey Decimal ex. 317.86 FER
- ☐ **Biography**-arranged alphabetically by person's last name i. e. **B MAC**
- ☐ **Reference**-arranged by Dewey Decimal Classification. i.e. **R 907.8 CON**
- ☐ **Databases and e-Books** access on OPAC and Library web page

VMS Catalog

4. Locating Information Stage

Refining the Topic

- ☐ Use your general and specific key words to look up materials on your topic.
- ☐ Go through each source to determine if they will be useful, what information is available, and the amount of information available.
- ☐ Understand the length requirement of your assigned paper.
- ☐ Together the above steps will help you determine if you need to broaden or narrow your topic

STEP 4 Locating Information

Indexes: Using key words

Scan table of content and index of books using key words.

Start with General key words

Then try Specific key words.

You may find other key words to use while scanning the index.

Types of indexes:

Regular

Cumulative

Cross reference-"See" of "See Also"

4. LOCATING INFORMATION

Source Card (for Bibliography)

Books, e-Books, Encyclopedias, Vertical File

Books

Title _____

Author _____

Publisher _____

Place Published _____

Copyright Date _____

Pages used _____

Format _____

Encyclopedias

Author _____

“Article Title” _____

Encyclopedia Title _____

Volume Number _____

Pages used _____

Date of Publication _____

Format _____

7. Produce

☐ Create your bibliography using Noodle Tools

☐ <http://www.noodletools.com/login.php?group=1204>

PLAGIARISM

- What is Plagiarism?
- Plagiarism is using the work of other people without giving them credit. You are falsifying your work when you plagiarize.
- How serious is it if you plagiarize?

Page 12 of the VMS Student Handbook says:

Students at Middle School are taught that plagerism is stealing. The following are considered plagerism: turning in someone elses wok, copying words or ideas for some one else without giving credit, failing to put a quotation in quotation marks, or copying sentence structure but changing words without giving credit

.

CONSEQUENCES OF PLAGERISM

□ Pg 12 continued:

□ *The consequences for plagerism will be a zero on the paper, detention, and parent notification. Subsequent offenses will result in a zero on the paper, ISS, and parent notification.*

STEP 4: LOCATING INFORMATION

Notecards (Index Cards)

- ☐ Do not write in complete sentences—use phrases.
- ☐ Paraphrase using your own word.
- ☐ Do not use articles (a, an, the), adjectives

STEP 4: LOCATING INFORMATION

NOTE CARD

Topic: _____

Source # _____

Important Fact:

Page # _____

Step 4 Locating Information

Note card

☐ <http://www.noodletools.com/login.php?group=1204>

STEP 4: LOCATING INFORMATION

Taking Notes

- ☐ Fill out the source card before you take notes.
- ☐ One fact per card
- ☐ Be sure fact answers essential question
- ☐ You can duplicate facts from various books
- ☐ Use more than one source

STEP 5: ORGANIZE/ANALYZE



Look through notecards

discard any useless information

Find additional information if necessary

SYNTHESIZE

- ☐ Organize your notes so all main ideas and supporting details together
- ☐ Put them in order that makes the most sense
- ☐ Paper clip, color code, whatever you like to keep them organized
- ☐ Make sure each main idea has enough detail to support it. Continue to research if necessary.

STEP 6: SYNTHESIS

Outline Bullet Concept Map (Web)

Outline

I. Intro

A. Hook

B. Thesis Statement

C.

II Body

A. Fact

B. Fact

C. Fact

D. Fact

E. Fact

III. Conclusion

A. Restate thesis

(in different words)

B.

C. clincher

STEP 6: SYNTHESIS

Bulleted List

Intro

hook

● thesis statement

●

Body

fact

fact

● fact

● fact

● fact

●

●

Conclusion

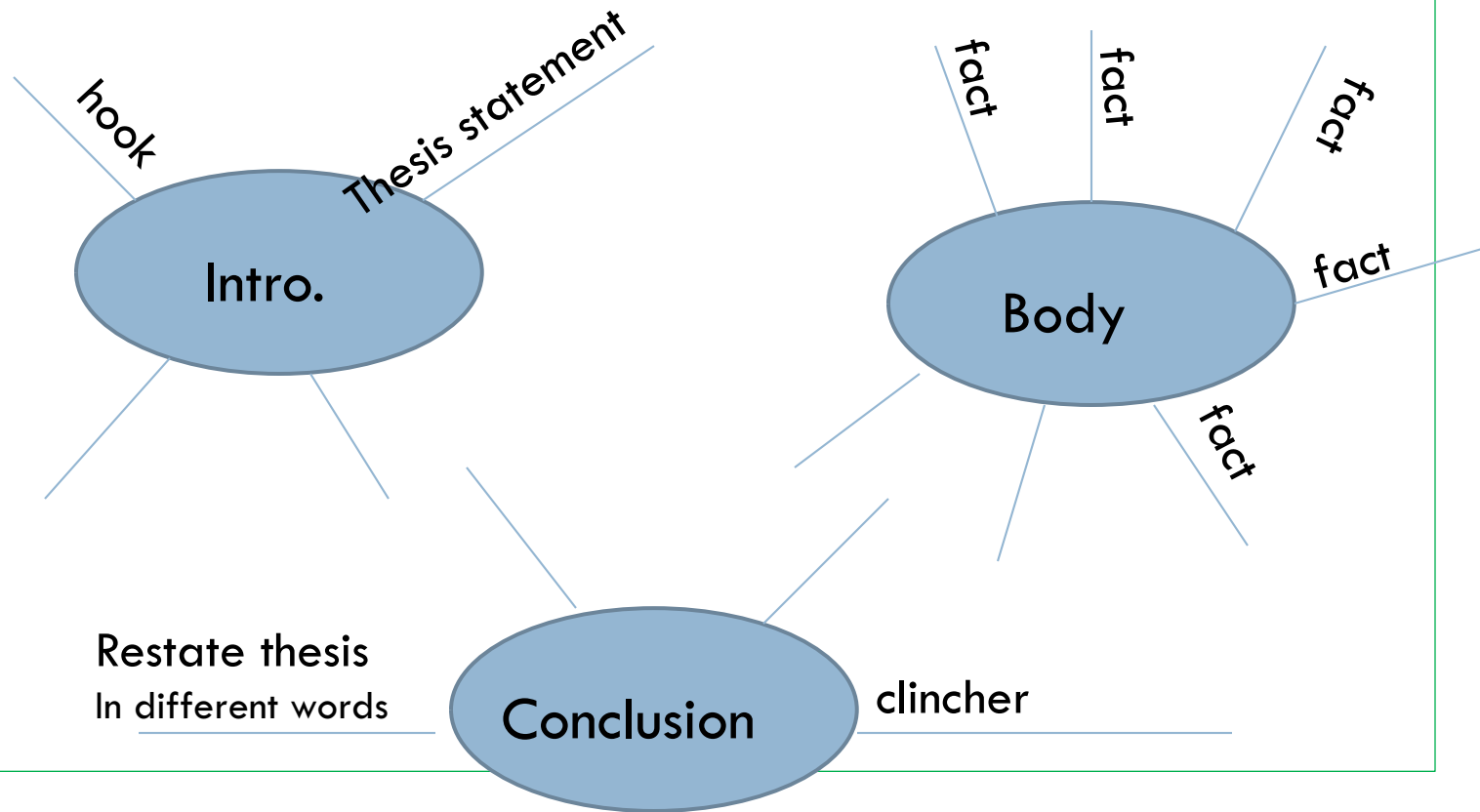
restate thesis

clinch●r

●

STEP 6: SYNTHESIS

□ WEB



7. Produce

- ☐ Create your storyboard. Make sure you are answering your essential question.
- ☐ Have a peer edit your rough draft.
- ☐ Revise and edit your final copy.
- ☐ Use your rubric to make sure you have followed the research process exactly and have included everything.


STEP 7: PRODUCE

□ Storyboard for Power Point

| | | | |
|--------------|----------------------|---|--------------------------|
| 1 Visual | Title _____ _____ | 2 | Thesis _____ _____ |
| 3 | Fact _____ _____ | 4 | Fact Fact _____ _____ |
| 5 *Visual | Fact _____ _____ | 6 | Fact _____ _____ |




Storyboard—Continued

 ***Visual**

Fact _____

Fact _____


8

 **9**

Fact _____

Fact _ Fact _____

10

 **11**

Restate thesis (in diifferent words) _____

Clincher _____

12
Visual

Evaluate



- ☐ Reflect on your research experience.