
RESEARCH

A Process

Track and Field

Mrs. Schmidt/ Mrs.
Zielinski/ Mrs. Macphee

BRAINSTORMING

- Pick topic then brainstorm
 - 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

■ WHAT DO YOU KNOW
PREDICT?

WHAT ARE RELATED TOPICS?

WHAT DO YOU



1. BRAINSTORMING TRACK AND FIELD

- Running pole vault
- Oval track high jump
- Jumping athletics
- 100 meter run sports
- Throwing
- Javelin
- Shot put
- Discus
- Competition
- Hurdles
- Long jump
- Triple jump

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
-

2.ESSENTIAL QUESTION

- What is the importance of jumping in field events at a track and field meet?

2. ESSENTIAL QUESTION-Key Words

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

WHAT?
HOW?
WHY?

2. ESSENTIAL QUESTION

Topic: _

Track and Field

Essential Question:

What is the importance of jumping in field events at a track and field meet?

KEY WORDS

- Track and Field
- Field Eventsjumps, throws
- High Jump
- Long Jump
- Pole Vault
- Triple JumpVertical leap

SYNONYMS

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.
- Some of you may need to change it when you begin your research (interesting)

3. Planning-Thesis Statement

■ THESIS STATEMENT

■ Issue (fact)

■ Point of View (hypothesis)

■ Thesis-combine issue + fact

3. PLANNING

Thesis Statement

- Fact—Jumps are field events in track and field
- Point of View—are important.

Jumps are field events that are important in track and field meets.

3. Thesis Statement and Key words

- What is the importance of jumping in field events during a track and field meet?
 - Jumps are important events during a track and field meet.
 - **Field events track and field jumps**
 - **High jump long jump pole vault**
 - **Track meet**
-

- InterestingImaginable
- FascinatingCompassionate
- Inspiring
- Industrious
- Creative
- Exciting
- Motivational
- Delightful
- Desirable
- Challenging
- Uplifting
- Experimental
- Charitable
- Satisfying

STEP 4: Locating Information Stage

Parts of the Library

■ Non Fiction

Dewey Decimal—arranged by call number and first three letters of author's last name. i. e.

363.12

BIE

■ Biography—arranged alphabetically by person's last name i. e. **B**

MAC

Locating Information Stage

Parts of the Library

- Reference—arranged by Dewey Decimal Classification. i.e. **R**

908.72

- Magazines and Periodicals—current issues on rack. Back issues (for one year) arranged on shelves alphabetically.
-

4. Locating Information Stage

Refining the Topic

- Use your general and specific key words to look up materials on you 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.

Step 4: Locating Information

Index

Types of indexes:

Regular

Cumulative

Cross reference-“See” of
“See Also”

4. LOCATING INFORMATION

Source Card (for Bibliography)

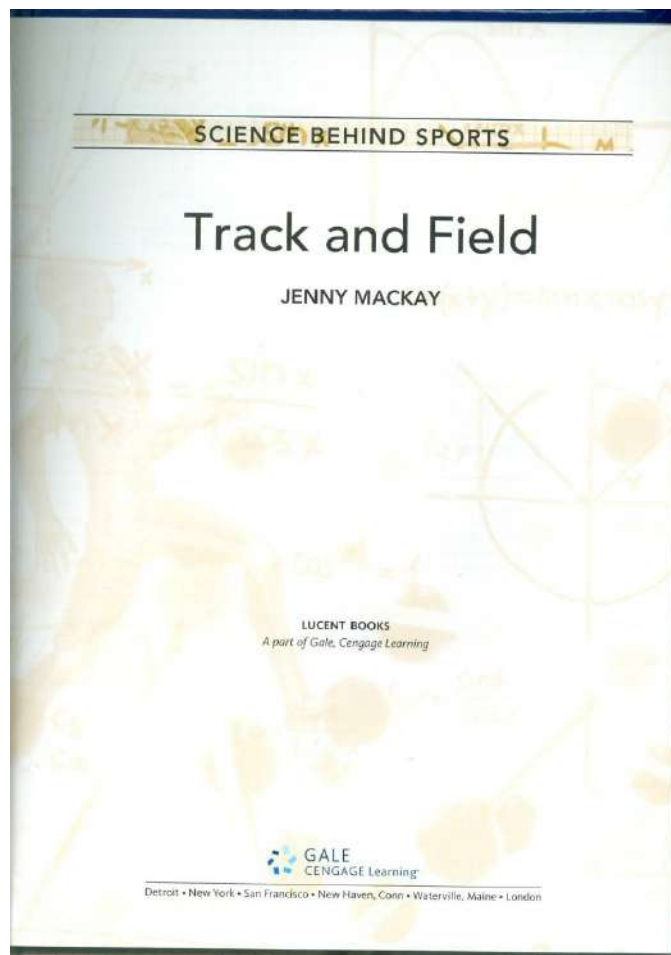
Books, e-Books, Encyclopedias, Vertical File

Book/Follett e-BookEncyclopedia/Gale-Books

ISBN# _____	“Article Title” _____
Title _____	Author/Editor _____
Author _____	Encyclopedia Title _____
Publisher _____	Volume Number _____
Copyright Date _____	Pages Used _____
Pages used _____	Date of Publication _____
Format _____	Format _____

Vertical File

“Title of Article” _____



MacKay, Jenny, 1978-

Track and field / by Jenny MacKay.

p. cm. -- (The science behind sports)

Includes bibliographical references and index.

ISBN 978-1-4205-0707-2 (hardcover)

1. Track and field--Juvenile literature. 2. Sports sciences. I. Title.

GV1060.55.M24 2012

796.42--dc23

2011030511

Lucent Books

27500 Drake Rd

Farmington Hills MI 48331

ISBN-13: 978-1-4205-0707-2

ISBN-10: 1-4205-0707-9

the United States of America

15 14 13 12

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

Source Cards

- Do not write in complete sentences—use phrases.
 - Paraphrase using your own word.
 - No conjunctions, helping verbs, adverbs
 - Do not use articles (a, an, the), adjectives
 - Do not put topic in note
-

STEP 4: LOCATING INFORMATION

NOTE CARD

Topic: _____ Source # _____

Important Fact:

Page # _____

STEP 5. SELECTING/ANALYSING (NOTECADS)

- 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 6: 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.
-

7. Produce

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

6. Synthesis

■ **Outline** (Use words or phrases, not sentences.)

■ I. Intro

■ A. Hook _____

■ B. _____

■ C. Thesis

Statement _____

■ II Body-Topic

■ Sentence _____

■ A. Fact _____

■ B. Fact _____

■ C. Fact _____

■ D. Fact _____

■ E. Fact _____

■

■

- III. Conclusion

- Restate thesis (in different words) _____

- _____

- Summary _____

- Clincher _____

7. Produce

- Create your bibliography using Noodle Tools

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

8. Evaluate

- Reflect on what you have learned about your topic and the research process