

## Subject #9: Research

**Project #85: Intermediate Research on the Internet.** Remember the lined paper students inserted in Project #43, the magazine on Indigenous Cultures? Here, students find and organize what they write on that paper.

Higher-order thinking skills	Technology-specific:	Subject Area/ Learning-specific	Standard: NETS-S
<i>Evaluating sources, understand facts</i>	<i>Internet research, copy-paste skills,</i>	<i>History, writing, grammar, spelling</i>	<i>3.a, 4.c, 5.a</i>

Grade level: 3-6

Prior knowledge: 83: *Which Website is Best?* 86 *How to Search the Internet*, 88 *Elementary Research on the Internet*, 96 *Ecosystems Table in Word*

Time required: 45 minutes, 2 sessions

Software required: MS Word, Internet browser

Vocabulary: plagiarism, essential question, bullet list, blue bar title, website address, hit, link, citation, favorites, bookmark,

### Lesson Description

- This project's magazine design is covered in Project 52. In this lesson, students research a topic on the internet, cite websites (to avoid plagiarism), take notes on a Word doc, and collect images that can be copy-pasted into the magazine.

### Computer Activity

- Create a research notebook in Word (open a new Word doc and save it as "Research Notebook"). List the essential questions to remind yourself (see example on next pages).
- Bullet collected info by website. Include the address, Blue Bar title, text, data and pictures. Divide each section with a line for clarity.
- Use skills learned in Project 83 (*Which Website is Best?*). Select a hit.
- Type the Blue Bar title after the first bullet and then copy-paste the website address. Push space bar or enter after



address to activate the link. Check for copyright data or a link to its citation policy.



- Create a folder under 'Favorites' for all of your research. Bookmark this site and add it to the new folder.
- Copy-paste information on the topic. Include all pictures, tables, data that may be of assistance in writing the report.
- Insert a separation line from the borders tool  between sections.
- Repeat for each website used as you collect information.
- Search Google Images for pictures that may not have shown up on the websites.



### Extensions

- Save bookmarks to a shared list so all students can benefit from your work (see Project #100's section on Social Bookmarking).

### Troubleshooting Tips

- I can't find a copyright. ( Be sure you have the link, if not the date.)*
- My picture covers up the text (Double click to bring up the picture dialogue box. Go to 'layout' tab. Click 'tight'.)*

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# INDIGENOUS CULTURES—NOTES

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1. Native Americans

“Woods Canyon Pueblo: Life on the Edge”

[http://www.crowcanyon.org/EducationProducts/WOODS/welcome\\_animation/welcome\\_new.asp](http://www.crowcanyon.org/EducationProducts/WOODS/welcome_animation/welcome_new.asp) 2006



Courtesy Anasazi Heritage Center

**Who:** The ancient Pueblo people, also known as the Anasazi, lived in the Four Corners region of the Colorado Plateau from 1000 B.C. to A.D. 1300. They built villages of stone, wood, and [adobe](#). Some villages consisted of only a few families, but others had hundreds of people.



2. The Anasazi

“The Anasazi”

[http://www.desertusa.com/ind1/du\\_peo\\_ana.html](http://www.desertusa.com/ind1/du_peo_ana.html)

2009

### The People of the Mountains, Mesas and Grasslands

Minerals & Geology

Animals & Wildlife

Plants/ Wildflowers

People & Cultures

Like their cultural kin – the Mogollon and the Hohokam – in the deserts to the south, the earliest Anasazi peoples felt the currents of revolutionary change during the first half of the first millennium. Perhaps in a response to Mesoamerican influences from [Mexico](#), they began to turn away



Canyon de Chelly Mummy Cave ruins

from the nomadism of the ancient hunting and gathering life, the seasonal rounds calibrated to the movement of game and the ripening of wild plants, the material impoverishment imposed by the limitations of the burdens they could carry on their backs. They began living in small hamlets. They broke the land and took up agriculture. Over time, they acquired more possessions, stored food, made pottery, adopted the bow ...