Intermediate Inquiry Project

What I Wonder About

Adapted by Kara Dawson, Debra Fullerton, and Carol Walters
From Rosa International Middle School
http://rosaweb.chclc.org/library/pp_pathfinders.htm

Table of Contents

Intermediate Inquiry Project

Congratulations! You are about to begin your exciting journey through the Intermediate Inquiry Learning Project.

This project will help you to:
- Get to know yourself as a learner
- Learn how to communicate your understanding of something
- Learn how to be a researcher
- Share a personal interest

Your Inquiry Project binder will help you navigate your way through your research journey. It is this journey that will allow you to grow as a learner.

Have fun!

Part I:
Choosing a Topic

What matters to you?

Complete the tables below. Use your answers to help you decide on three possible topics for your Inquiry Project.

What is your favorite…

Pastime:	
Sport:	
Animal:	
Movie:	
Book:	
Subject:	

List some people who inspire you (i.e. family members, inventors, political figures, etc.) and indicate why they inspire you.

Name:	Why this person inspires me:

What are some issues that you care about?

Describe your dream vacation. Where would you go? What would you do?

Describe your dream job.

What is your favorite belonging and why is it special to you?

Topics I am Considering…

You will choose three topics as possibilities for your Inquiry Project. You and your teacher will discuss each of your three topic choices and you will decide together which one will work best for your project. The information you fill in below will help you and your teacher choose.

First Topic Choice: _____

Why do you want to research this topic?	
What do you already know about this topic?	
Where do you think you can find information on this topic?	

Second Topic Choice: _____

Why do you want to research this topic?	
What do you already know about this topic?	
Where do you think you can find information on this topic?	

Third Topic Choice: _____

Why do you want to research this topic?	
What do you already know about this topic?	
Where do you think you can find information on this topic?	

Criteria	Working Towards - 2	Meeting - 3	Exceeding - 4
Selection of Topic	Student selected a topic that he/she already knew a lot about and did not have to do a lot of research to complete the INQUIRY PROJECT	Student selected a topic that he/she had some knowledge about and had to do some research to complete the INQUIRY PROJECT	Student selected a topic that he/she had little knowledge about and had to do a lot of research to complete the INQUIRY PROJECT
	Student provided a weak personal connection to the topic he/she selected	Student provided a good personal connection to the topic he/she selected	Student provided a strong personal connection to the topic he/she selected

Part II:
Essential Questions

Writing Your Essential Questions

Your essential questions will focus your research. A topic can be researched from many angles. Here are some examples of topics and some possible ways each topic can be researched. Notice how the essential questions change the focus of each inquiry Project topic.

Example #1: Major League Baseball (MLB)

<u>Essential Question Possibility #1</u>:
These questions will focus your research on *MLB players and their skills*.
- What does it take to be an MLB player?
- Who are some of the greatest MLB players of all times and what made them great?
- What do statistics tell us about how players' skill levels have changed over the years?

<u>Essential Question Possibility #2</u>:
These questions will focus your research on *MLB stadiums and fans*.
- How have MLB stadiums evolved?
- What are the factors that determine ticket prices?
- Aside from watching the game, what do MLB stadiums offer fans?

<u>Essential Question Possibility #3</u>:
These questions will focus your research on *MLB pitching and the pitchers and catchers*.
- What are the different types of pitches that MLB pitchers use and how are those pitches thrown?
- How do pitchers and catchers decide what pitches to use during a game?
- What role do catchers play in MLB pitching?

Example #2: Fashion

<u>Essential Question Possibility #1</u>:
These questions will focus your research on *how fashion has evolved over the past century*.
- What did fashion look like in the 1920's? 1930's? 1940's? 1950's?
- Who are the most influential designers of the 1920's through 1950's and what was their inspiration?
- How has the fashion from the 1920's through the 1950's influenced fashion today?

Essential Question Possibility #2:
These questions will focus your research on *fashion design*.
- Where do fashion designers get their inspiration?
- How does someone get started in the fashion design industry?
- How do fashions get from the design phase to the runway?

Essential Question Possibility #3:
These questions will focus your research on *people who influence fashion*.
- How do famous people influence fashion?
- Who are some famous people who are influencing today's fashion?
- What makes someone a fashion icon?

Essential Question Essentials

Remember to carefully choose your essential questions because they are what will focus your Inquiry Project.

Your essential questions **SHOULD**:
- Focus your research
- Spark curiosity and wonder
- Be big questions that require a lot of thought (i.e. why questions)
- Require you to gather research from numerous sources so you can piece together an answer to the question

Your essential questions **SHOULD NOT**:
- Have a yes or no answer
- Be able to be answered in a word or phrase
- Have an answer that comes from one source

You and your teacher will discuss your essential questions and will decide together which ones will work best for focusing your research. Use the space below to write down the essential questions you are thinking about using and show them to your teacher.

Essential Question Possibilities:

_____

_____

_____

_____

_____

_____

Teacher Feedback:

_____

_____

_____

Name:

Why?

How?
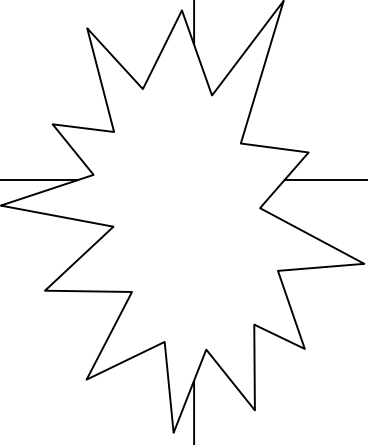
What?

Which?

Name:

Why?

How?

Which?

What?

Why?

- Why are symbols important?
- Why do we need symbols?
- Why do we have the polar bear on the toonie?
- Why was the Inukshuk chosen as our Olympic symbol? Was this a good choice?
- Why is the beaver a common symbol of Canada?

How?

- How are symbols chosen?
- How do symbols represent our country?
- How many symbols are there?
- How do people feel about our symbols?
- How do they decide if they even need a symbol?

Canadian Symbols

Which?

- Which symbols are most representative of us?
- Which symbols should we no longer use?
- Which symbols do/do not reflect us in today's society?
- Which is the best symbol to represent Canada to the rest of the world?

What?

- What symbols are used in Canada?
- What do other countries think of our Canadian symbols?
- What are some other symbols that different groups in Canada use?
- What are symbols use for?

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Research Steps Assignment

Further instructions and examples can be found on this page:
https://docs.google.com/a/online.sd71.bc.ca/document/d/1FV9RTjBZeQxWpkCAGxvKpgAFV1GhOwQayIgoqR3PNYo/edit#heading=h.sg1bzlmljflc

This page was created by Avi Luxenburg.

Instructions

You will go through the steps of:

1. Coming up with a research question
2. Coming up with at least 7-8 leading questions for that research question
3. Brainstorming several words and phrases to use in a search engine

---

Your Project Question:

_____
_____
_____
_____

Leading Questions:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Key Words and Phrases:

Example of the Research Steps Assignment

Example Project Question:

"Why do people rush to the cause when others need help in a disaster?"

Leading Questions:

- What is courage?
- What is a disaster?
- Why do people change the way they behave when there is a disaster?
- What do psychologists say about people during a disaster?
- What stories are there out there that I can use for information?

Key Words and Phrases:

- disasters
- organizations
- courage
- "Red Cross"
- calamity (from thesaurus)
- catastrophe (from thesaurus)
- tragedy (thesaurus)
- cause
- "people helping people"
- "September 11"
- "Manitoba floods"
- terrorism
- earthquake
- bravery (thesaurus)
- volunteering
- "helping others"

Note the phrases above (two or more words) are held together by "quotation marks".

Your Essential Questions

In the space below, write the finalized version of your essential questions that you and your teacher decided on:

Essential Question #1:

_____

_____

_____

Essential Question #2:

_____

_____

_____

Essential Question #3:

_____

_____

_____

Criteria	Working Towards - 2	Meeting - 3	Exceeding - 4
Essential Questions	Essential questions did not help focus the student's research	Essential questions somewhat focused the student's research	Essential questions strongly focused the student's research
	Student's information somewhat focused on answering his/her essential questions	Student's information focused on answering his/her essential questions	Student's information focused on answering his/her essential questions thoroughly

Part III:
Areas of Interaction

Areas of interaction are used to focus a topic. Review the information below and decide which one you will use to focus your topic.

<u>Community & Service</u>:

> Community and service focuses on how you engage in your communities. Your communities include your immediate family, your classmates, and your friends.
>
> Your Inquiry Project will focus on answering the following if you choose community & service as one of your AOIs:
> - How do we live in relation to each other?
> - How can I contribute to the community?
> - How can I help others?

<u>Health & Social Education</u>:

> Health and social education focuses on learning how to deal with problems that people face with their health and social wellbeing.
>
> Your INQUIRY PROJECT will focus on answering the following if you choose health and social education as one of your AOIs:
> - How do I think and act?
> - How am I changing?
> - How can I look after myself and others?

<u>Environments</u>:

> Environments focuses on how people interact with the world at large and the parts we play in our environments.
>
> Your INQUIRY PROJECT will focus on answering the following if you choose environments as one of your AOIs:
> - What are our environments?
> - What resources do we have or need?
> - What are my responsibilities?

<u>Human Ingenuity</u>:

> Human ingenuity focuses on the ways the human mind influences the world. It looks at the way we are, the ways we think, how we interact with each other, how we create, how we find solutions to and cause problems, and how we can transform ideas and rationalize thought.
>
> Your INQUIRY PROJECT will focus on answering the following if you choose human ingenuity as one of your AOIs:
> - Why and how do we create?
> - What are the consequences?

Area of Interaction I selected:

_____

Why I chose this area of interaction to focus my topic:

_____

_____

_____

_____

_____

_____

_____

Teacher Feedback:

_____

_____

_____

After you have completed your research, answer the questions that correspond to the AOI you selected to focus your INQUIRY PROJECT topic.

How my INQUIRY PROJECT is connected to my community

If you chose **community and service** as your focusing AOI, please answer the following: (Use additional paper if you need more room.)

Which one of your communities is affected by your INQUIRY PROJECT topic? (Your immediate family? Your school? Your town?)

_____

How is that community affected by your topic?

_____

_____

_____

_____

What impact does your community have on your INQUIRY PROJECT topic?

_____

_____

_____

_____

How can what you have learned through your INQUIRY PROJECT help your community?

_____

_____

_____

_____

How can your community help you learn more about your topic?

_____

_____

_____

_____

After learning about your topic's impact on your community, what do you think you should do?

_____

_____

_____

_____

How my INQUIRY PROJECT is connected to health and social education

If you chose **health and social education** as your focusing AOI, please answer the following: (Use additional paper if you need more room.)

What are the health and/or social issues related to your topic that may affect people your age?

_____

_____

_____

_____

What are the health and/or social issues related to your topic that you think might affect adults?

_____

_____

_____

_____

How can people your age deal with the health and/or social issues related to your topic?

_____

_____

_____

_____

_____

What can you do to help others deal with the health and/or social issues related to your topic?

_____

_____

_____

_____

_____

How my INQUIRY PROJECT is connected to environments

If you chose **environments** as your focusing AOI, please answer the following: (Use additional paper if you need more room.)

Complete the table below:

Environment	Affected by your topic?	In what ways:
Natural Environment: includes all living and non-living things that occur naturally on Earth along with its systems, landscapes and resources		
Built Environment: includes the settings for human activity, ranging from the large-scale civic surroundings to personal places, such as homes		
Virtual Environment: includes electronic environments, Internet environments and the concept of personal space		

How does your topic affect people?

_____

_____

_____

_____

_____

_____

_____

How does your topic affect other living things?

_____

_____

_____

_____

_____

_____

_____

What can people do to minimize your topic's effects?

_____

_____

_____

_____

_____

_____

_____

What can you do personally to minimize your topic's effects?

_____

_____

_____

_____

_____

_____

_____

How my INQUIRY PROJECT is connected to human ingenuity

If you chose **human ingenuity** as your focusing AOI, please answer the following: (Use additional paper if you need more room.)

List any products or items related to your topic:

_____

_____

_____

Explain why these things were created or developed.

_____

_____

_____

_____

_____

_____

_____

How have these things changed over time?

_____

_____

_____

_____

_____

_____

_____

Explain how these things contribute positively to our world.

_____

_____

_____

_____

_____

Explain how these things contribute negatively to our world.

_____

_____

_____

_____

What can be done to minimize those negative effects?

_____

_____

_____

_____

Part IV:
Taking Notes/ Collecting Information

There are many different ways to collect information for your project. You will be able to choose the method that you are the most comfortable with. All of the methods involve using your essential questions to guide your note taking. Here are some methods that you may decide to use.

Method 1: Post it Notes
Start with a large piece of paper (11x17 if possible). Divide the paper into four sections and write the topic in the middle. Write one of your essential questions in each of the four squares. As you take notes on your topic, write them on sticky notes and stick the sticky note in the square of the question that it goes with. These notes will later become paragraphs. Don't forget to record your sources for your bibliography.
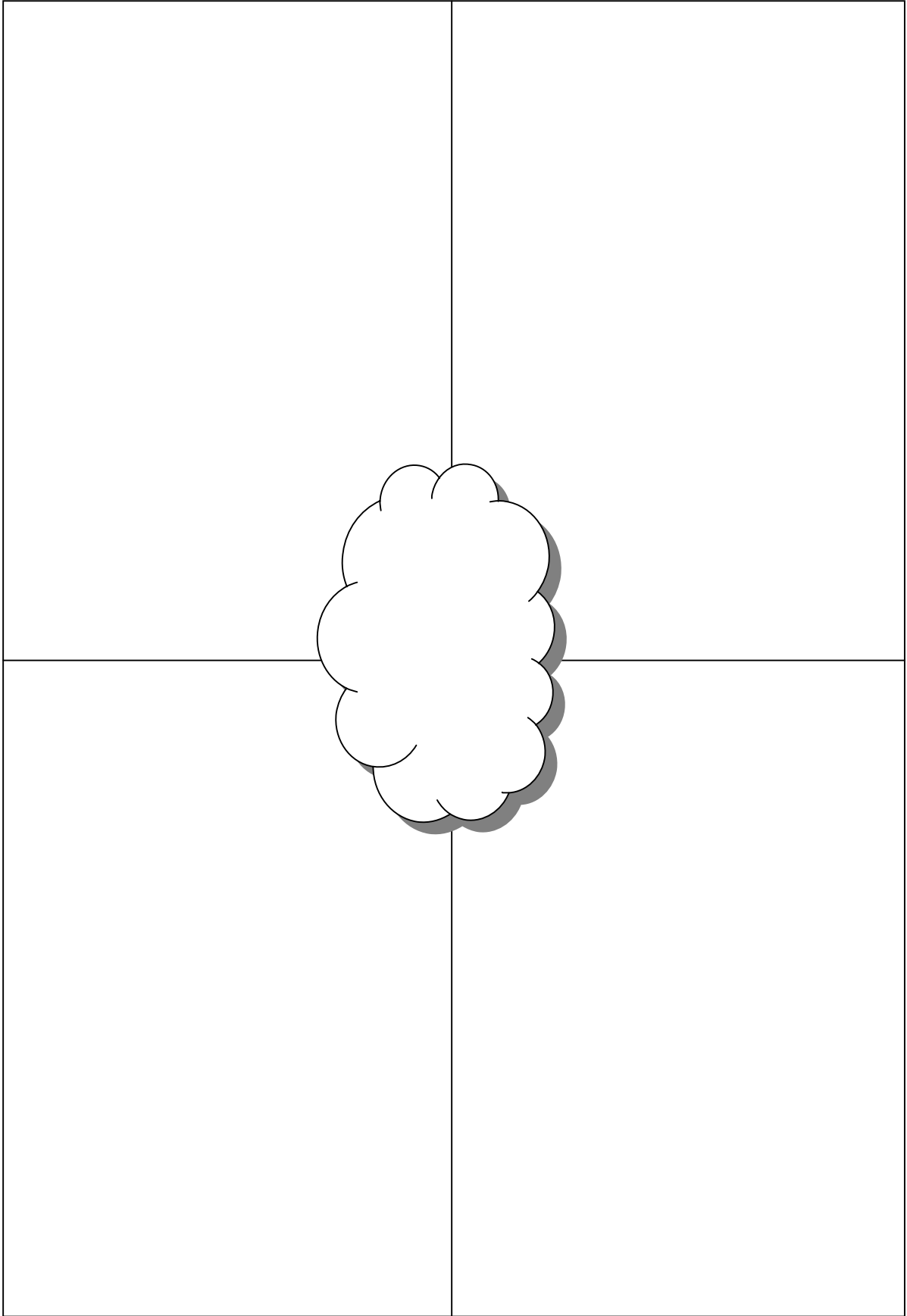
Using Concept Maps to <u>determine importance</u> and research details (Main Ideas & Details)
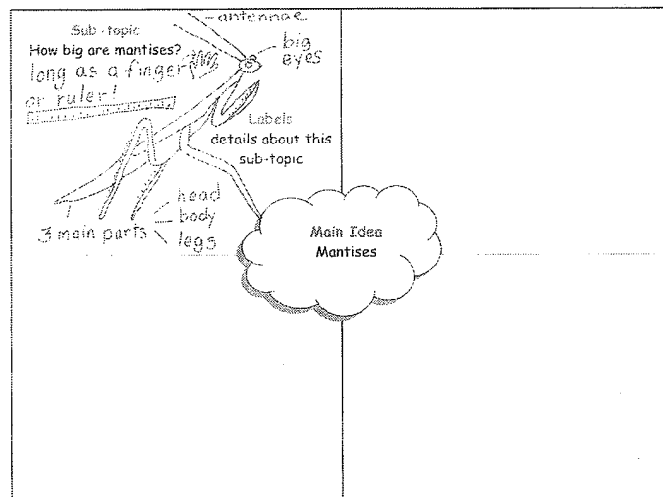
Concept maps are a way to represent main ideas and details about a topic. To create a concept map simply:

- label the topic in the center (this is the main idea)
- determine subtopics; use one of the sections of the concept map for each sub-topic; create a sub-title for this section of the concept map and draw a picture to show what it's about
- read to find out specific information about a sub-topic and write a few key words to capture these content-specific details.
- Pictures may be added where appropriate

Because students are drawing and labeling information, they are using both halves of the brain. Brain research associates activities that use both hemispheres with greater concept retention.

Sub-topic
choose one paragraph or
section

Labels
details about this
sub-topic

Main Idea
topic

Sub-topic

How big are mantises?

long as a finger nub
or ruler!

— antennae

big eyes

Labels
details about this
sub-topic

head
body
legs

3 main parts
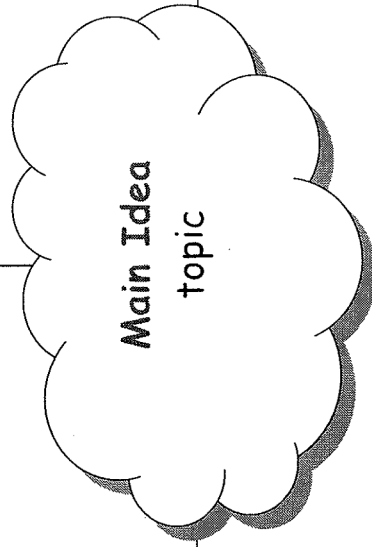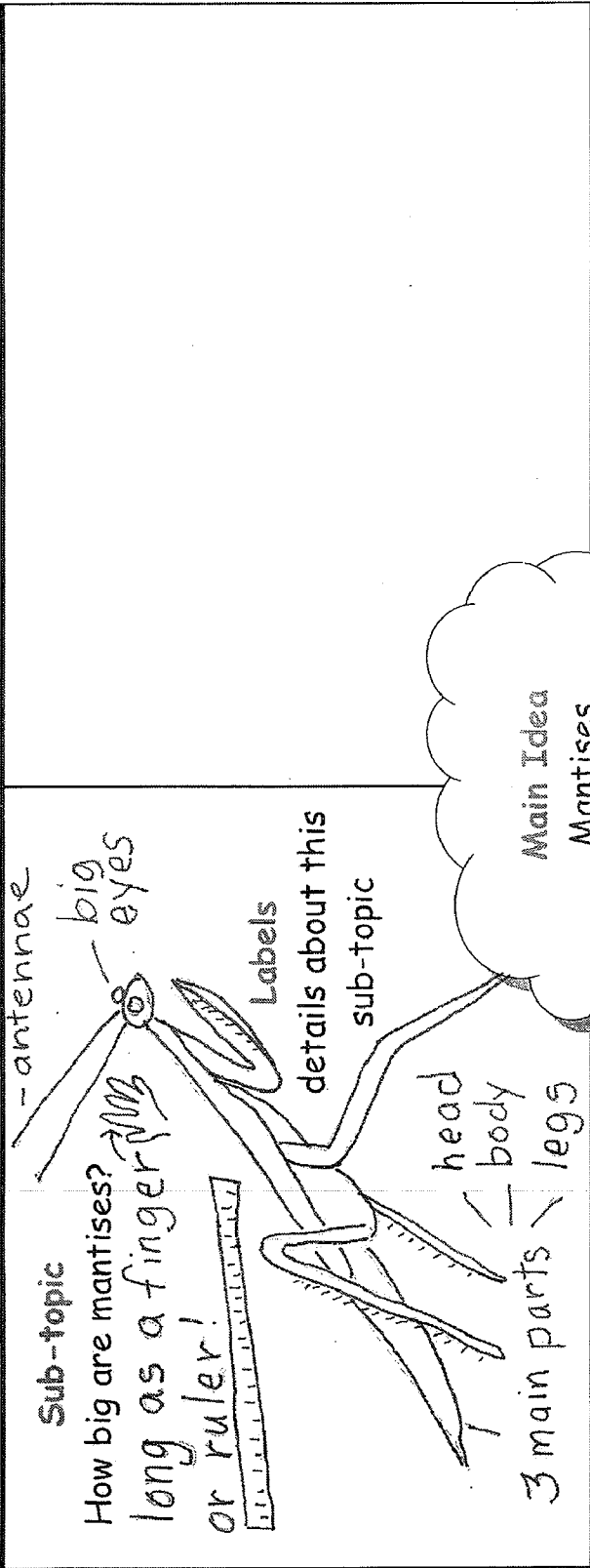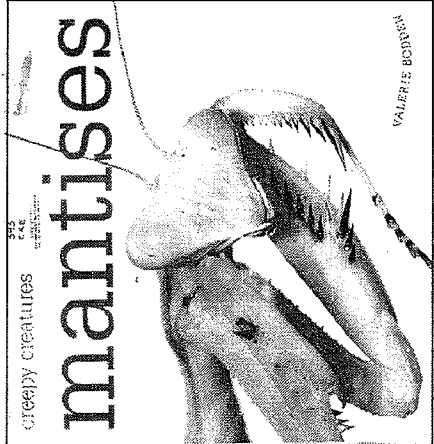
Main Idea
Mantises

Primary Example based on
the book Creepy Creatures:
Mantises

creepy creatures
mantises

VALERIE BODDEN
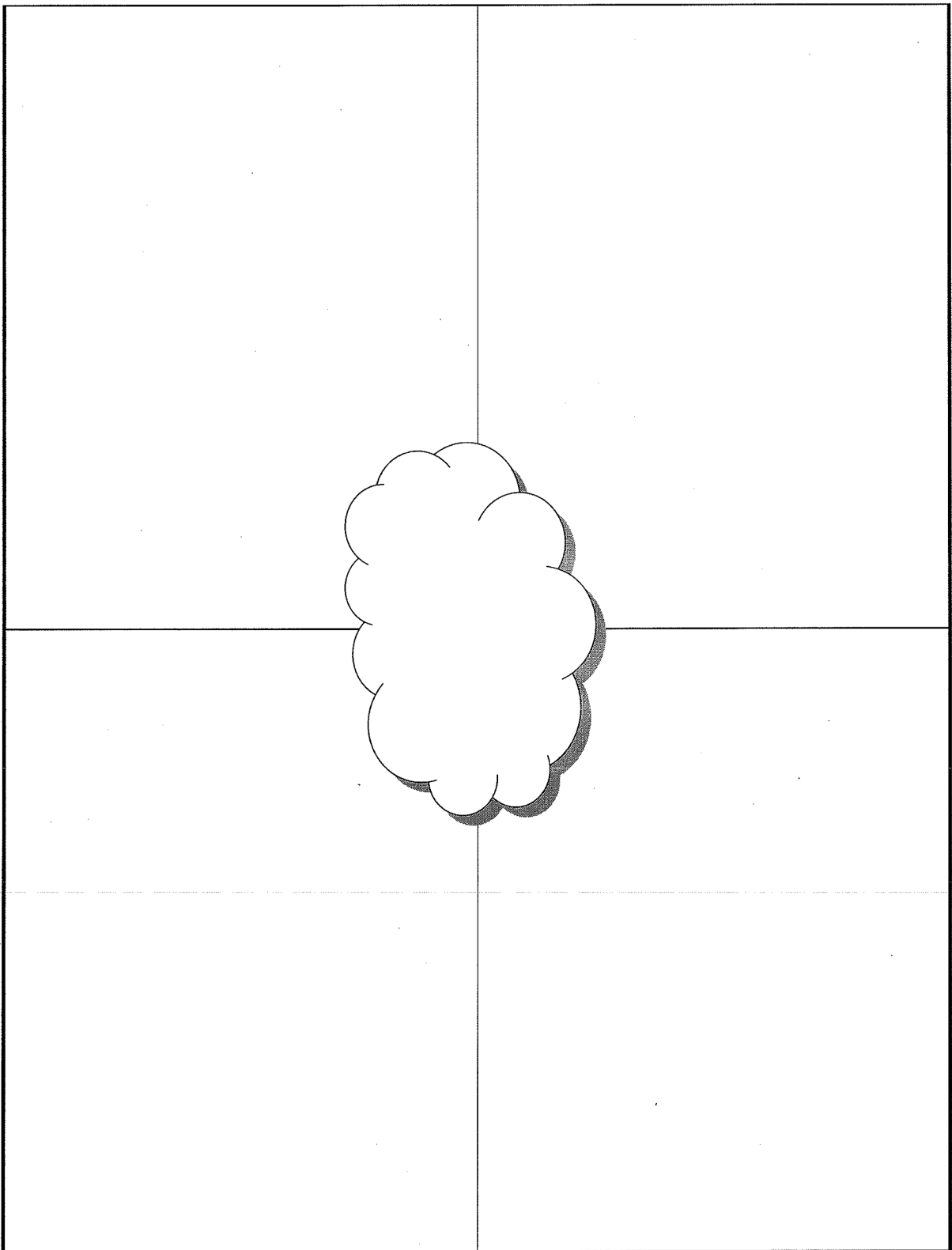
Method Three: Power Notes

Subtopic 1
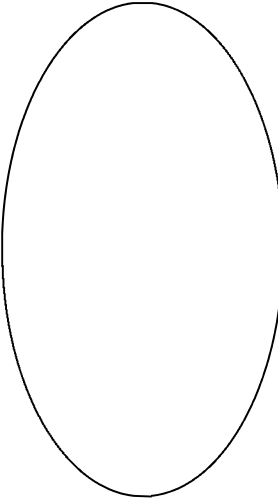
Details about Subtopic 1
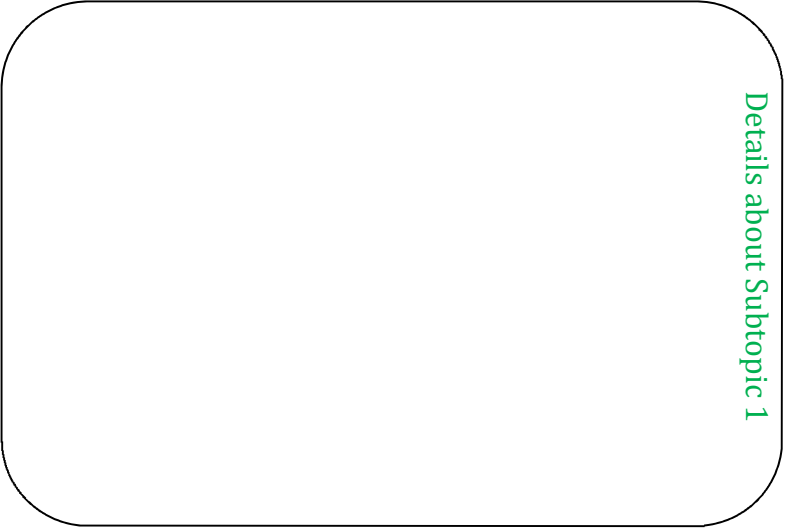
Topic
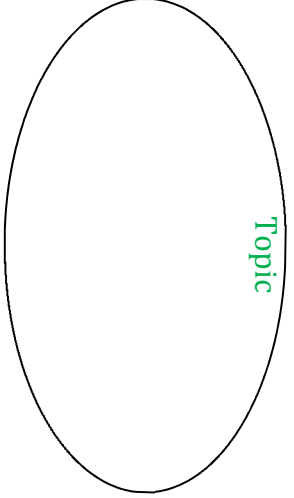
Subtopic 2
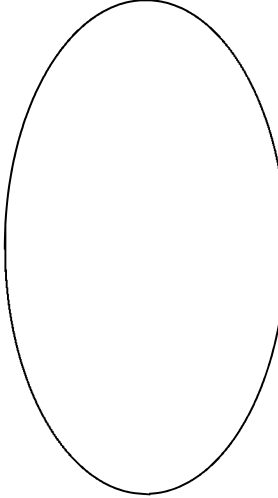
Details about Subtopic 2
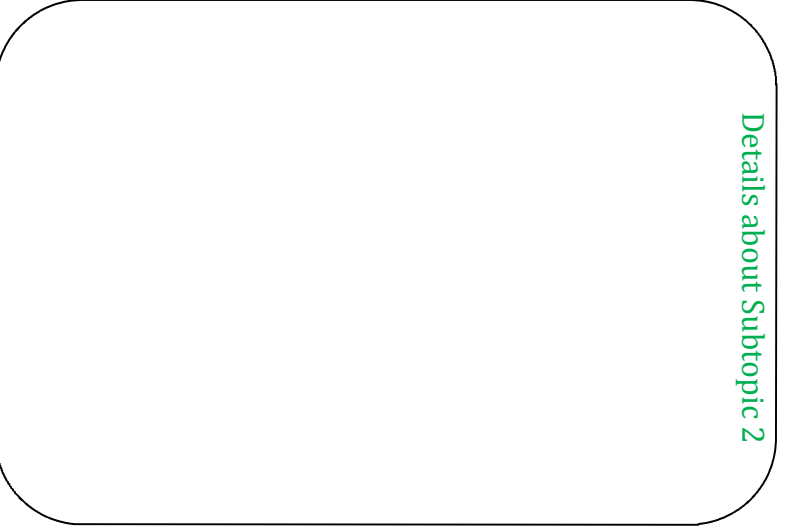
Subtopic 2
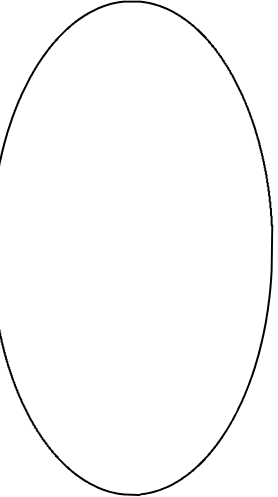
Details about Subtopic 3
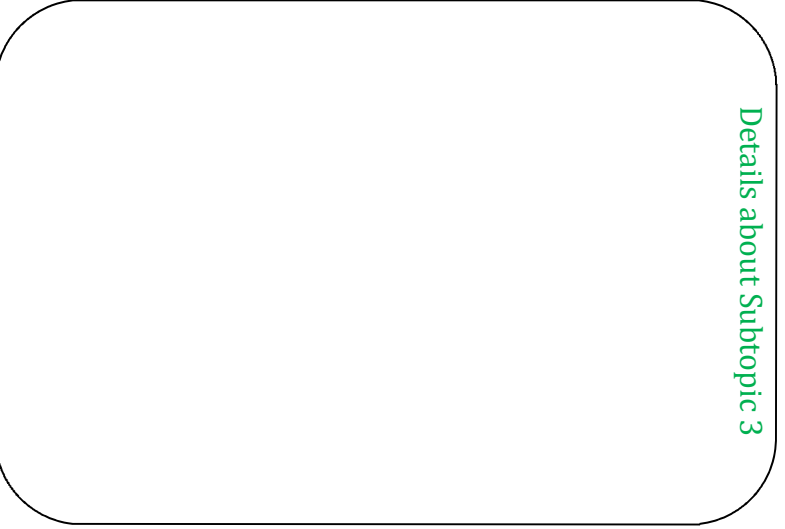
Method Four: Main Ideas and Details:

Topic:	Name:
Main Ideas	**Details**
Subtopic 1	
Subtopic 2	
Subtopic 3	
Subtopic 4	

Method Five: Valley View Note-Taking Form
Name: Division:
IMPORTANT: While reading the resource, you will not be taking notes…you will be writing keywords and copying a few important quotations. Directly after reading a section of the resource and writing keywords, you may then use the keywords to write paragraphs (without looking back at the original resource).

Questions:	➡	
Research topic or sub-topic:		
		Copy and paste your URLs in to this section.
Keywords	➡	**Your Paragraphs**
Place your keyword-based notes here. Keyword notes are usually from three to six words in length and in your own words.		*After you have finished taking notes use this space to write a draft copy of your summary paragraph.*

This resource was designed by Avi Luxenburg after consulting with Lisa Chase regarding strategiew she uses for note taking.

Part V: My Research Journey

My Research Journey
Stop One: Searching for My Topic in an Encyclopedia

Directions: Use World Book's online encyclopedia to complete the following table. Go to **sd71.bc.ca**, then go to the tab on the top that says **Resources** and click on **Research Databases**, here you can find a link to World Book Encyclopedia. Try three different searches. (Example: Dogs, German Shepherd, Dog Training) Also try the World Book Kids, World Book Students and World Book Advanced sections.

Search Terms	Title of Encyclopedia Article	Notes

__Remember to add your sources to your Works Consulted!!!!!__
__See Part V if you need help.__

Directions: Complete one of these forms for each encyclopedia article that gives you information on your topic. You can get additional copies of this form in the library or print them from the library's website.

Did you find this source online or in print? _____

Author(s): _____

Title of Encyclopedia Article: _____

Title of Encyclopedia: _____

Edition/Year: _____

Name of Website: _____

URL (Web address) of article: http://_____

Date you read the article: _____

In the space below, put the information you found that is relevant to your topic into your own words: (Use additional paper if needed.)

_____

_____

_____

_____

_____

Which essential question(s) does this information help you answer?

_____

_____

My Research Journey
Stop Two: Searching for a Book on My Topic

Directions: Go to the Destiny website (use link at the top of sd71.bc.ca). If you would like a book from a different school library, your school librarian will have to send out to get the book for you. Try three different searches. (Example: Dogs, German Shepherd, Dog Training)

Search Terms	Title of Book	Call Number	Is the book in?

__Remember to add your sources to your Works Consulted!!!!!__

Directions: Complete one of these forms for each book that gives you information on your topic. You can get additional copies of this form in the library or print them from the library's website.

Did you find this book online or in print? _____

Author(s): _____

Title: _____

City of Publication: _____

Publisher: _____

Copyright Year: _____

In the space below, put the information you found that is relevant to your topic into your own words: (Use additional paper if needed.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

Which essential question(s) does this information help you answer?

_____

_____

My Research Journey
Stop Three: Searching for a Newspaper or Magazine Article on My Topic

Directions: Go to **sd71.bc.ca**, then go to the tab on the top that says **Resources** and click on **Research Databases.** Click on EBSCO HOST or try **Student Research Center**. Select magazines and newspapers as the media you want to search. **Check off the FULL TEXT box!** Try three different searches related to your topic (i.e. Dogs, German Shepherd, Dog Training). The other search engines in the Research Database are also excellent so give them a try too.

Search Terms	Title of Article	Magazine or Newspaper	Notes

Remember to add your sources to your Works Consulted!!!!!

Directions: Complete one of these forms for each magazine or newspaper article that gives you information on your topic. You can get additional copies of this form in the library or print them from the library's website.

Did you find this article online or in print? _____

Author(s): _____

Title of Article:
_____

Name of Magazine or Newspaper: _____

Date: _____

Volume: _____

Issue: _____

In the space below, put the information you found that is relevant to your topic into your own words: (Use additional paper if needed.)

_____

_____

_____

_____

_____

_____

_____

_____

Which essential question(s) does this information help you answer?

_____

_____

My Research Journey
Stop Four: Searching the Internet

Directions: Use a search engine to locate 3 websites on your topic (only one of these can be from Wikipedia).
Complete the table below. Try typing in *google kids* before the name of your keyword in google.

Name of Website	Web Address	Author/Sponsor of Site	Date Site was last updated	Why do you think this is a good site for your research?

Remember to add your sources to your Works Consulted!!!!

Directions: Complete one of these forms for each website that gives you information on your topic. You can get additional copies of this form in the library or print them from the library's website.

What search engine did you use to locate this website? _____

Title of Website:

_____

Web Address:

_____

Author/Sponsor of the Website: _____

Date the Website was last updated: _____

Date you accessed the website: _____

Why is this a good resource for your INQUIRY PROJECT?

_____

_____

In the space below, put the information you found that is relevant to your topic into your own words: (Use additional paper if needed.)

_____

_____

_____

_____

_____

_____

Which essential question(s) does this information help you answer?

_____

_____

Part VI:
Works Consulted

You must keep track of every source you use to find information for your INQUIRY PROJECT. This is called your **Works Consulted**.

Checklist
(Check off each item as you complete it.)

____Use Son of Citation Machine to create your Works Consulted in APA format.

____Refer to your Research Journey section of your INQUIRY PROJECT binder to be sure you are listing all of your sources in your Works Consulted.

____Make sure you have a variety of sources listed in your Works Consulted (i.e. encyclopedia articles, books, newspaper/magazine articles, websites, interviews, etc.).

____Save your completed Works Consulted as a Word Document in your H drive.

____Print a copy of your completed Works Consulted and place it in this section of your INQUIRY PROJECT binder.

Part VII:
Preparing Your Visual & Oral Presentation

More than 50 Ways to Share Information

The table below lists 50 options for how information can be shared. Use this list to help you decide how you will share what you learned.

You do not have to use an idea from this list—talk to your teacher about ideas you have!

Advertisement	Flow Chart	Poster
Audiotape	Game	Puppet Play
Autobiography	Glossary	Questionnaire
Biography	Illustration	Report
Book	Interview	Review
Book Report	Journal	Role Play
Brochure	Letter	Script
Cartoon	List	Sign
Comic Strip	Magazine Article	Slide Show
Commercial	Mural	Speech
Dance	Music	Spreadsheet
Database	Newspaper Article	Storyboard
Diary	Oral Report	Survey
Diorama	Panel Discussion	Timeline
Drama	Paragraph	Video
Drawing	Photo Essay	Web Page
Essay	Poem	What can you think of?
Song	Prezi	Powerpoint Presentation
Movie	Filmed Newspaper Report	Cake

How are you going to share what you have learned?

_____

_____

_____

Why is this the best way for you to share information about your topic?

_____

_____

Planning Your Oral Presentation

Title of your presentation:	
Topic:	
Brief explanation of why you chose this topic:	
Essential Question #1:	
Summary of the information you found to answer EQ1:	
Essential Question #2:	
Summary of the information you found to answer EQ2:	

Essential Question #3:	
Summary of the information you found to answer EQ3:	
Area of Interaction you used to focus your INQUIRY PROJECT and why you chose it:	
Concluding statement(s):	

INQUIRY PROJECT Rubric
(This is the original one)

Criteria	Working Towards the Standard	Meeting the Standard	Exceeding the Standard
Selection of Topic	__Student selected a topic that he/she already knew a lot about and did not have to do a lot of research to complete the INQUIRY PROJECT	__Student selected a topic that he/she had some knowledge about and had to do some research to complete the INQUIRY PROJECT	__Student selected a topic that he/she had little knowledge about and had to do a lot of research to complete the INQUIRY PROJECT
	__Student provided a weak personal connection to the topic he/she selected	__Student provided a good personal connection to the topic he/she selected	__Student provided a strong personal connection to the topic he/she selected
Essential Questions	__Essential questions did not help focus the student's research	__Essential questions somewhat focused the student's research	__Essential questions strongly focused the student's research
	__Student found little information focused on answering his/her essential questions	__Student found some information focused on answering his/her essential questions	__All of the student's information focused on answering his/her essential questions
Research Journey	__Student's responses in the Research Journey section demonstrated minimal effort towards finding information	__Student's responses in the Research Journey section demonstrated acceptable effort towards finding information	__Student's responses in the Research Journey section demonstrated exceptional effort towards finding information.
Resources	__The majority of the student's research came from one or two sources	__The majority of the student's research came from multiple sources	__The majority of the student's research came from multiple sources in varied formats (i.e. books, reference resources, websites, etc)
Student's Creation	__Student demonstrated use of his/her new gained knowledge by creating	__Student demonstrated use of his/her new gained knowledge by creating	__Student demonstrated use of his/her new gained knowledge by creating

Criteria	Working Towards the Standard	Meeting the Standard	Exceeding the Standard
	something that showed little original creativity	something that showed original creativity	something completely original
Oral Presentation	__Student was unable engage the audience during his/her presentation	__Student was able to engage the audience during most of his/her presentation	__Student was able to engage the audience during his/her entire presentation
	__Student did not speak in a manner that sounded natural and demonstrated his/her knowledge of the topic	__For most of the presentation, the student spoke in a manner that sounded natural, and the student demonstrated a good understanding of his/her topic	__The student was able to speak naturally about his/her topic during the entire presentation, and the student demonstrated a deep understanding of his/her topic
	__The information presented by was read directly from a source (was not in the student's own words)	__Most of the information presented was in the student's own words	__All of the information presented was in the student's own words

Valley View Criteria			
Criteria	**Working Towards - 2**	**Meeting - 3**	**Exceeding - 4**
Selection of Topic	Student selected a topic that he/she already knew a lot about and did not have to do a lot of research to complete the INQUIRY PROJECT	Student selected a topic that he/she had some knowledge about and had to do some research to complete the INQUIRY PROJECT	Student selected a topic that he/she had little knowledge about and had to do a lot of research to complete the INQUIRY PROJECT
	Student provided a weak personal connection to the topic he/she selected	Student provided a good personal connection to the topic he/she selected	Student provided a strong personal connection to the topic he/she selected
Essential Questions	Essential questions did not help focus the student's research	Essential questions somewhat focused the student's research	Essential questions strongly focused the student's research
	Student's information somewhat focused on answering his/her essential questions	Student's information focused on answering his/her essential questions	Student's information focused on answering his/her essential questions thoroughly
Resources	The majority of the student's research came from one or two sources	The majority of the student's research came from multiple sources At least one proper APA citation (ie. Son of Citation)	The majority of the student's research came from multiple sources in varied formats (i.e. books, reference resources, websites, etc) At least one proper APA citation (ie. Son of Citation)
Student's Creation	Student demonstrated use of his/her new gained knowledge by creating something that showed little original creativity	Student demonstrated use of his/her new gained knowledge by creating something that showed original creativity	Student demonstrated use of his/her new gained knowledge by creating something completely original
Quality of Work (Pride and Care)	Work shows little Pride and Care - Conventions - Layout and crafting of product - Consistency	Work shows Pride and Care - Conventions - Layout and crafting of product - Consistency	Shows a great deal of Pride and Care - Conventions - Layout and crafting of product - Consistency
Oral Presentation	Student was unable to engage the audience during his/her presentation	Student was able to engage the audience during most of his/her presentation	Student was able to engage the audience during his/her entire presentation
	Student did not speak in a manner that sounded natural	For most of the presentation, the student spoke in a manner that sounded natural	The student was able to speak naturally about his/her topic during the entire presentation

Student demonstrated limited knowledge of the topic	Student demonstrated a good understanding of his/her topic	Student demonstrated a deep understanding of his/her topic
The information presented by was read directly from a source (was not in the student's own words)	The information presented was in the student's own words	Majority of the information presented was in the student's own words
Student unable to improvise and answer questions about the topic	Student able to answer question about topic – refers to project for support	Student comfortable answering questions and their answers show deep understanding of topic

Appendix B:
INQUIRY PROJECT Process Reflection Guide

Name:		Grade:	
Teacher:			
Topic:			

Part 1: Selection of Topic

Why did you choose this topic?

Why do you want to learn more about this topic?

List some things you knew about your topic before starting your INQUIRY
PROJECT.

List the sources you used to learn background information about your topic.

Part 2: Area of Interaction

Area of Interaction:	
Why is this AOI the best choice to focus your topic?	

Part 3: Essential Questions

List your essential questions.

Choose one of your essential questions and describe why this question is essential to your research.

Essential Question:	
Why you chose it:	

Part 4: Accessing and Evaluating Information

List the keywords you used to find information about your topic:

Complete the following:

Resource:	Why do you think this is a good resource for your topic?

What problems did you have while trying to find information on your topic?

How did you solve these problems?

Essential Question:	
Information you found to answer your question:	
Where you found this information:	

Essential Question:	
Information you found to answer your question:	
Where you found this information:	

Essential Question:	
Information you found to answer your question:	
Where you found this information:	

Part 5: Works Consulted

Copy and paste your Works Consulted below.

Part 6: Self-Evaluation

Describe how your project helped you develop your approaches to learning (ATL) skills.

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Explain how your research enabled you to be an open-minded thinker.

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Were you able to complete your project as you had planned? Why or why not?

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Explain the strengths you have that made it easy for you to complete this project.

Explain the weaknesses you have that made it difficult for you to complete this project.

List some new questions that arose as you were researching.

If you were to do this project again, what would you do differently?

Were you able to meet your project deadlines? Why or why not?

Explain what motivated you to work on your project.

Part 7: Goals for your next INQUIRY PROJECT

List some goals you have for your next INQUIRY PROJECT.

Identify 2 skills that you need to work on before starting your next INQUIRY PROJECT.

Skill:	
How will you develop this skill?	
Skill:	
How will you develop this skill?	

Appendix C: Viewing Presentations

Being an Engaged Audience Member

Topic of INQUIRY PROJECT: _____

Two Interesting Facts you learned about the topic:

1.	2.

What else would you like to learn about this topic?

Two questions you would like to ask about the presentation:

1.	2.

Being an Engaged Audience Member

Topic of INQUIRY PROJECT: _____

Two Interesting Facts you learned about the topic:

1.	2.

What else would you like to learn about this topic?

Two questions you would like to ask about the presentation:

1.	2.

Information Literacy Project Presentation Checklist

Name: _____   Presenter: _____

As you listen to the Personal Project Presentation of your fellow advisee, give positive feedback by indicating the strengths of the presentation. Place a check on all that apply to the presentation.

      _____ 1. Presenter is knowledgeable about topic.
      _____ 2. Visuals are attractive and neatly done.
      _____ 3. The visuals are used to support what is spoken.
      _____ 4. Presenter explained AOI and why it was used to focus the topic.
             5. Key points are shared and highlighted.
                (Check as you hear a key point __ __ __ __ __ __ __ __ __ __)
             6. Presenter spoke clearly and made eye contact.
      _____ 7. Presenter shared his/her learning process.

Select the strongest one of the items above (#____), and specifically comment on that aspect of the project.

_____

_____

Information Literacy Project Presentation Checklist

Name: _____   Presenter: _____

As you listen to the Personal Project Presentation of your fellow advisee, give positive feedback by indicating the strengths of the presentation. Place a check on all that apply to the presentation.

      _____ 1. Presenter is knowledgeable about topic.
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      _____ 3. The visuals are used to support what is spoken.
      _____ 4. Presenter explained AOI and why it was used to focus the topic.
             5. Key points are shared and highlighted.
                (Check as you hear a key point __ __ __ __ __ __ __ __ __ __)
             6. Presenter spoke clearly and made eye contact.
      _____ 7. Presenter shared his/her learning process.

Select the strongest one of the items above (#____), and specifically comment on that aspect of the project.

_____

_____