




<p>1. What do I need to do? What kind of information do I need?</p>	<p>Choose one idea, invention or philosophy and discuss to what extent it has had an impact on the individuals and societies of the time and into the future.</p>
<p>2. What are my possible sources? Which ones will best the best?</p>	<p>Circle all the possibilities: Books, magazine/newspaper articles, websites, videos, audio recordings, picture, painting, television show, film, music, other?</p>

<p>3. Where will I find these sources? What sections will contain the information I need?</p>	
<p>4. Read/listen/view. Take notes on relevant information.</p>	
	<p>Notes on <i>Inspiration</i></p>
<p>5. Organize information. Create a product.</p>	<p>Organized on <i>Inspiration</i></p>
	<p>Submitted separately</p>
<p>6. Reflect on the product. Reflect on the process.</p>	



In the rugged Rocky Mountain foothills of southern Alberta and the remote interior of central B.C., a once hardy and abundant band of wild horses now faces an uncertain future. Their ancient ancestors once roamed the Canadian plains, sharing the terrain with the giant woolly mammoth. But the North American horse was eventually driven to extinction. Eleven thousand years later, Spanish conquistadors returned the horses to the West, where they re-settled into their original range. By the end of the 19th century, 50,000 grazed Alberta and B.C.'s grasslands, but now, only a few hundred wander the forested foothills. With their territory being scarred by clear-cuts and crisscrossed by pipelines, and their very existence being challenged by some who see them as rogue trespassers, many are worried the wild mustangs may once again become extinct.

"The Last Wild Mustangs : Canadian Geographic Presents Episode Description." *The Last Wild Mustangs : Canadian Geographic Presents Episode Description*. Canadian Geographic, n.d. Web. 04 Mar. 2015.

Paraphrase – recording the main ideas, with supporting details, into your own words

1. **Read and understand** original passage
2. Write a **keywords or phrases** from the source
Rocky Mountain foothills, wild horses, uncertain future, ancient ancestors, woolly mammoth, Spanish conquistadors, resettled, trespassers, extinct
3. **Reproduce** what you have learned **in your own words** – main ideas and supporting detail
4. **Check** that your version accurately represents the original passage
5. Use **quotation marks** if you are using unique terms or phrases as part of your paraphrase
6. **Record your source** including page number

In ancient times, wild horses roamed the Canadian Plains with the woolly mammoth. These horses became extinct, however they were reintroduced by the Spanish conquistadors eleven thousand later. They settled back into their original territory, and by the 19th century there were 50,000 wild horses in B.C. and Alberta. Now, because of clear-cuts, pipelines and other human activity, these wild horses are dwindling and may again become extinct.

Summarize – record the main ideas, succinctly and briefly

1. **Read and understand** the original passage
2. Identify the **main point(s)** of the source
wild horses, became extinct, reintroduced, at peril again
3. In a few sentences, **recount** the gist of the material – main ideas only, no detail
4. **Check** that your version accurately represents the original
5. **Record your source** including page number

In ancient times wild horses roamed B.C. and Alberta. They became extinct but were reintroduced and thrived. Now, they are threatened again.

Paraphrase and Summarize Practice

Caribou herds are shrinking across the North, and that's especially worrying for Indigenous communities where they're a historically important source of food. One caribou population, called the Bathurst herd, which ranges across the southern Northwest Territories, western Nunavut and northern Saskatchewan, has dropped 96 per cent in 30 years — from 450,000 animals down to about 20,000. Determined to see the herd recover, Indigenous communities in the area have stopped hunting the animals, and have been working with governments and scientists on a plan to protect their habitat.

"The Plan To Save The N.W.T.'S Dwindling Bathurst Caribou Herd". *Canadian Geographic*, 2018, <https://www.canadiangeographic.ca/article/plan-save-nwts-dwindling-bathurst-caribou-herd>. Accessed 2 Oct 2018.

Paraphrase – recording the main ideas, with supporting details, into your own words

1. **Read and understand** original passage
2. Write a **keywords or phrases** from the source

3. **Reproduce** what you have learned **in your own words** – *main ideas & supporting detail*
4. **Check** that your version accurately represents the original passage
5. Use **quotation marks** if you are using unique terms or phrases as part of your paraphrase
6. **Record your source** including page number

Summarize – record the main ideas, succinctly and briefly

1. **Read and understand** the original passage
2. Identify the **main ideas** of the source

3. In a few sentences, **recount** the gist of the material – *main ideas, no detail*
4. **Check** that your version accurately represents the original
5. **Record your source** including page number



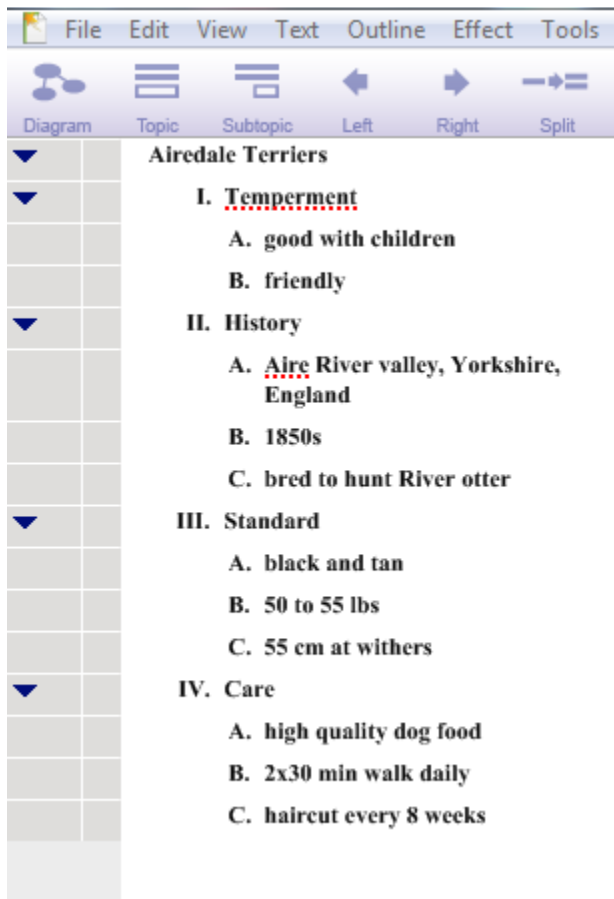
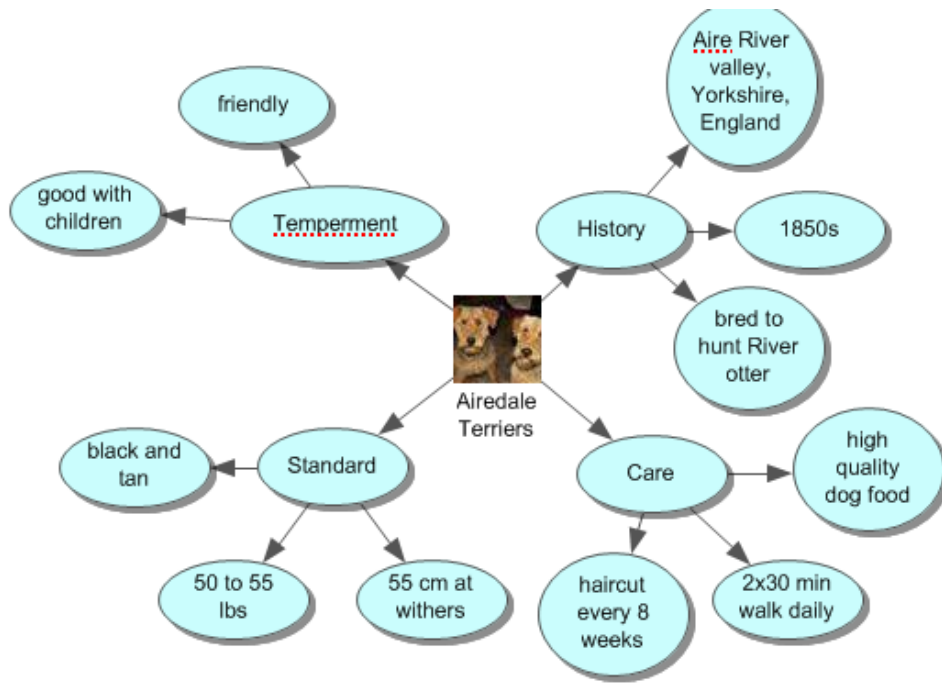
Inspiration



Inspiration is a great software application that allows you to:

- Create a web of your research
- Illustrate and add notes to the web
- Connect aspects of the web together
- Convert the web to an outline (for easy essay writing)

1. Search for **Inspiration** in the *search programs and files* menu of your computer.
2. Open the program and click on **Diagram** to begin.
3. In the **Main Idea** bubble, type your subject term or research topic/question.
4. Now start building the spokes of your web. With the Main Idea bubble highlighted, click on the **Create** icon (top left) to connect a bubble to the Main Idea. This becomes a sub-topic of the Main Idea. Add as many sub-topics as you need, remembering to always have the Main Idea bubble highlighted as you create them.
5. You can click on and move the bubbles around if needed.
6. Now with the sub-topic bubble highlighted, create details bubbles with your research information.
7. Keep building your web as you do your research.
8. From the symbols box on the left, you can add/use images instead of bubbles. Click on Basic, then pick your topic and, with the bubble highlighted, add your image.
9. Or, you can use images from the internet. Go to Google Images, find images selecting icon (on the left) for size, copy and paste the image in the appropriate spot.
10. Once your web is complete, click **Outline**, at the top left, for your web in outline format,





Your Presentation

1. Before you begin, ask yourself;
 - What is the purpose of your presentation
 - What does the audience expect
 - What do you want the audience to take away
 - How long is your presentation
2. The Audience
 - Who is your audience
 - Why have you been asked to speak to them
3. Know your topic
 - The best presentations happen when you thoroughly know and understand your topic
4. Keep it Simple
 - Your audience should come away with just a few main points
 - Keep your presentation simple; don't kill the audience with detail
 - Have a well-organized, clear structure to your presentation
 - Make sure the audience knows what is important and why
 - Tell it like a story
 - Personalize your presentation
5. Design
 - If your presentation involves some form of slideshow, don't put too much text on the slides
 - Vary the slides – some text, some graphics etc.
 - Limit the fancy transitions – they can feel inappropriate and will deter from your presentation
 - Have a theme – use the same colours or graphics to build in consistency
 - Choose graphics and fonts well
6. Deliver
 - Be passionate
 - Start with a catchy hook
 - Don't go on and on
 - Move around physically
 - Make eye contact with the audience
 - PRACTICE ~ PRACTICE ~ PRACTICE

Adapted from:

Reynolds, Garr. "Presentation Tips." *Garr Reynolds Official Site*. N.p., 2016. Web. 27 Apr. 2016.

Evaluate Your Research Skills Using the Big6™

By Barbara A. Jansen and Robert E. Berkowitz



Before you turn in your assignment or project, think about and respond to the items below.

Big6 #1: Task Definition	<ul style="list-style-type: none"><input type="checkbox"/> Does the information in your final product meet (or exceed) the requirements of the assignment?<input type="checkbox"/> Does your final product meet your teacher's expectations?
Big6 #2: Information Seeking Strategies	<ul style="list-style-type: none"><input type="checkbox"/> Did the books, web sites, and other resources you used meet the needs of the assignment?<input type="checkbox"/> Did you select the best sources available to you? How do you know?
Big6 #3: Location & Access	<ul style="list-style-type: none"><input type="checkbox"/> Did you locate the sources you needed?<input type="checkbox"/> Did you find the information you needed in each source?
Big6 #4: Use of Information	<ul style="list-style-type: none"><input type="checkbox"/> Were you able to effectively identify the information you needed?<input type="checkbox"/> Were you able to effectively take notes or gather information?
Big6 #5: Synthesis	<ul style="list-style-type: none"><input type="checkbox"/> Did you effectively organize information?<input type="checkbox"/> Does your product present the information clearly?
Big6 #6: Evaluation	<ul style="list-style-type: none"><input type="checkbox"/> Does your product meet (or exceed) the assignment requirements?<input type="checkbox"/> Did you use your time well?