

## Locate

- Explore a variety of resources.**
  - Do I understand the purposes of different resources?
  - Did I consider a variety of resources: print, electronic, and human?
  - Can I give reasons for the resources I have chosen to use?
  
- Use the computer to access resources.**
  - Have I explored the school library website and relevant electronic databases?
  - Do I understand why and how to use directories, search engines, and metasearch engines?
  - What keywords string together for best search results?
  - What kinds of searches give me the best results?

## Gather

- Record resources.**
  - Have I started to create my list of resources?
  - Did I record citation details of the resources, including author, title, source, and page numbers?
  
- Gather resources.**
  - Have I saved or printed lists of resources, articles, or abstracts?
  - Have I collected the most appropriate resources?

## Select

- Know how to select general and specific resources.**
  - Do I understand how to begin with general resources and then move to specific ones?
  
- Select the best and most suitable resources.**
  - Did I scan and skim resources to get an overview of the information?
  - Did I select primary and/or secondary sources for my topic?
  - Did I find the best resources for my topic?

## Collaborate

- Share findings and ideas.**
  - Did I discuss the selection of resources with my peers and teacher/teacher-librarian?
  - Did I ask my peers and teacher/teacher-librarian what other resources I might explore?
  
- Discuss resources and research process.**
  - Have I had a conference with my teacher or teacher-librarian to explain my progress and choice of resources?



# Scanning Texts

**SCANNING** is a way of quickly **reading down** a page, list, or paragraph to find a specific word, detail, or fact. You scan to pinpoint something you need, without having to read the entire piece.



## How to Scan

1. Know the kind of text you are reading (e.g., an encyclopedia, a website, a magazine) and make predictions about where you'll find key words, terms, facts, dates, or names.
2. See how things are arranged on the page. Titles and headings will help you focus; alphabetical lists will sort items; numbers will put things in order.
3. Move your eyes vertically or diagonally down the text, looking for the precise thing you need.

**Scan DOWN**

**Heading** **CBC Archives**  
[archives.cbc.ca](http://archives.cbc.ca)

**Name** On this website, you'll find a selection of radio and television clips from the Archives of the **Canadian Broadcasting Corporation**. Some of these files have rested quietly at the bottom of the CBC vaults for more than 60 years and are, for the first time, now available to the general public.

**Facts** Search hundreds of clips, explore a timeline, browse by key historical and cultural headings. The Teachers section provides educational materials for Grades 6–8, Grades 9–10, and Grades 11–12, which are all available free of charge.

**Heading** **Ontario History Quest (OHQ)**  
[ohq.tpl.toronto.on.ca/](http://ohq.tpl.toronto.on.ca/)

This website is a student resource dedicated to discovering Ontario's history—its people, their dreams, struggles, and achievements. It includes two key resources: the OHQ Learning Site of activities for teachers and students and the **OHQ Digital Collections** site of over 3300 digital images.

On the OHQ Learning Site, students will learn about Ontario's history from images of original letters, diaries, pictures and other documents. Ontario History Quest is for students in Grades 7, 8, 10, and 12 studying history from **1820–1970** and carefully follows the Ontario curriculum.

*Terms*

*Dates*

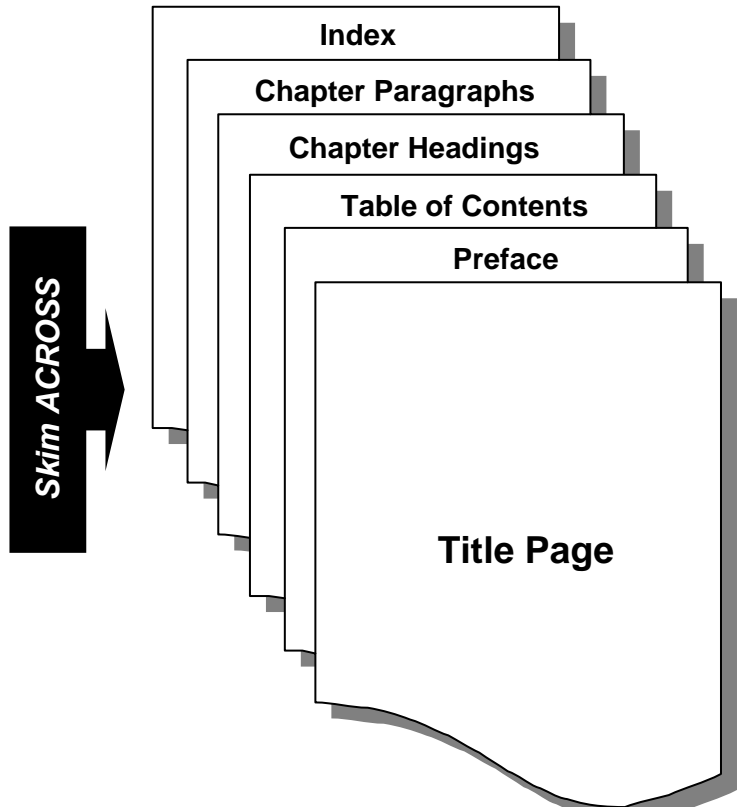
# Skimming Texts

**SKIMMING** is a way of quickly **reading across a text** from left to right to get the main idea and a few important details. You skim to get a sense of the text, whether it is what you need, and which parts you may want to read later in detail.



## How to Skim a Book

1. Flip through a book from cover to cover for a general impression. Look for:
  - ❑ title page, front and back, a date (is it current enough for the assignment?)
  - ❑ table of contents
  - ❑ chapter headings
  - ❑ summaries
  - ❑ index
2. Check out the book jacket for a summary of the contents and biographical information of the author.
3. Look at the preface for the author's purpose.
4. Read the opening and closing paragraphs of selected chapters for summaries of the chapters.
5. Check the index for specific references to your topic.

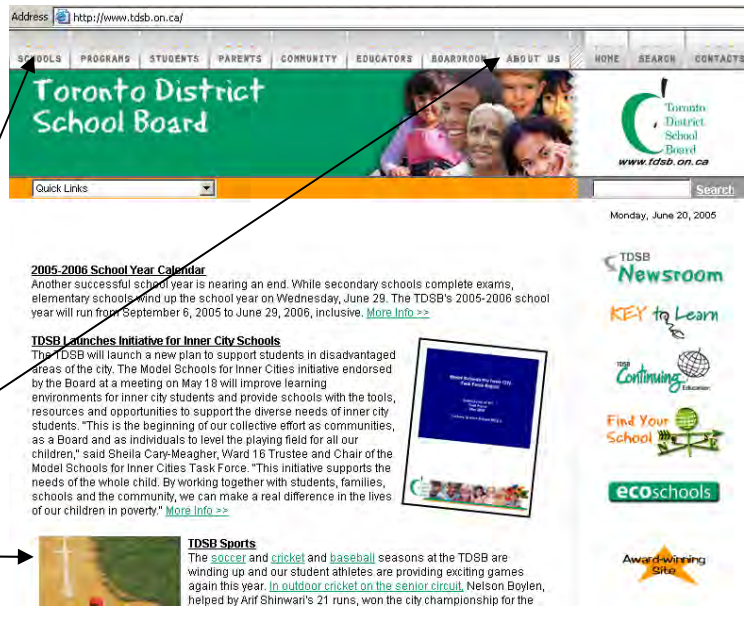


## How to Skim an Article or Chapter

1. Read the title, headings, captions, words in heavy print, and italicized words.
2. Glance quickly through the article for a general impression of its length and organization.
3. Examine the illustrations, charts, graphs, maps, etc.
4. Read the first and last paragraphs and the first sentence (usually the topic sentence) of other paragraphs.

## How to Skim a Website

1. Browse the home page for content, using frames, main body, menu bar, search box, directories, and links.
2. Identify who created the site (e.g., "About Us") and scroll to check when it was last updated.
3. Browse the site for content that meets your needs.



## Strategy 1: Using Concepts to Develop Keywords

### Types of Online Searches

#### Keyword Searches = Broad Search

- Make a list of terms before you start to search (see example to the right).
- Use specific words (e.g., Bengal tigers, *not* tigers).
- Search by phrase, using quotation marks to find the words together (e.g., “acid rain”).
- Narrow your search with related terms (e.g., “Bengal tigers” *and* habitat).
- Check spelling and typing (e.g., centre *versus* center; colour *versus* color; labour *versus* labor).

#### Directory Search = Subject/Topic Search

- Search by subject or topic in Internet directories and online subscription databases.

#### Boolean Search = Relational Search

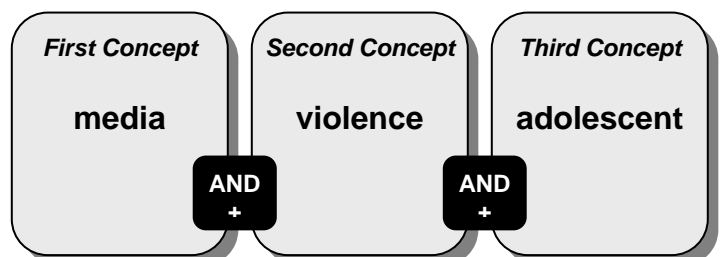
- Use operators **AND(+)**, **OR**, and **NOT(-)** to find relationships between search terms:
  - **AND (+)** for information containing *all terms* (e.g., Renaissance AND sculpture; Renaissance +sculpture)
  - **OR** for information with *any term* (e.g., euthanasia OR “assisted suicide”)
  - **NOT (-)** for information *without a term* (e.g., blue jays NOT birds).
- Use the Advanced Search features of search engines and directories to narrow your search.

### Step 1. Briefly Describe Your Topic/Focus/Thesis

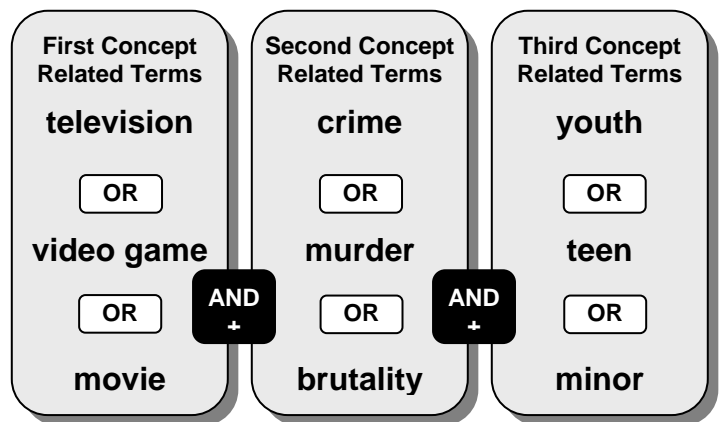
*Topic/Focus/Thesis*  
Contemporary media celebrate violence in ways that encourage violent behaviour in adolescents today.



### Step 2. Identify the Main Concepts



### Step 3. Think of Synonyms/Related Terms



## Strategy 2: Tracking the Search to Narrow the Results

Types of Searches: K = Keyword P = Phrase S = Subject/Directory Search B = Boolean Search

Search Terms	Type of Search	Number of Hits
<i>adolescent violence television</i>	<u>K</u> eyword	3 178 000
<i>“television violence”</i>	<u>P</u> hrase	25 345
<i>Television and society</i>	<u>S</u> ubject/Directory	950
<i>adolescent AND violence AND television NOT movies</i>	<u>B</u> oolean	300

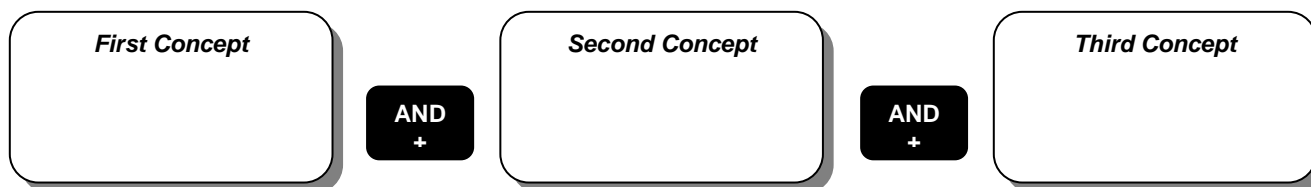
## Strategy 1: Using Concepts to Develop Keywords

### Step 1. Briefly Describe Your Topic/Focus/Thesis

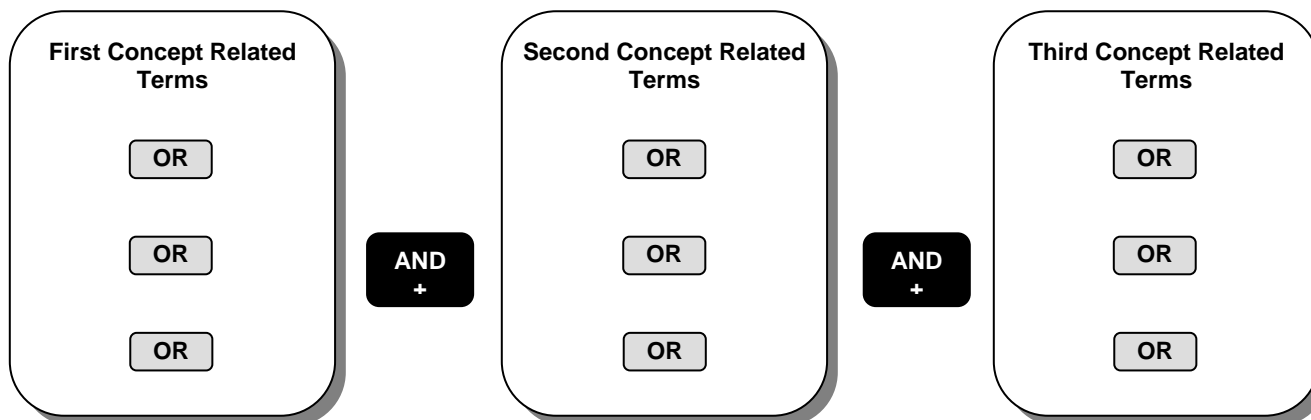
*Topic/Focus/Thesis*



### Step 2. Identify the Main Concepts



### Step 3. Think of Synonyms and Related Terms



## Strategy 2: Tracking the Search to Narrow the Results

Types of Searches: K = Keyword P = Phrase S = Subject/Directory Search B = Boolean Search

Search Terms	Type of Search	Number of Hits

**Tip:** Your goal is to narrow your search to a manageable number of relevant hits. Try different combinations of search terms. Above all, be patient while searching and record your results to avoid duplicating searches.

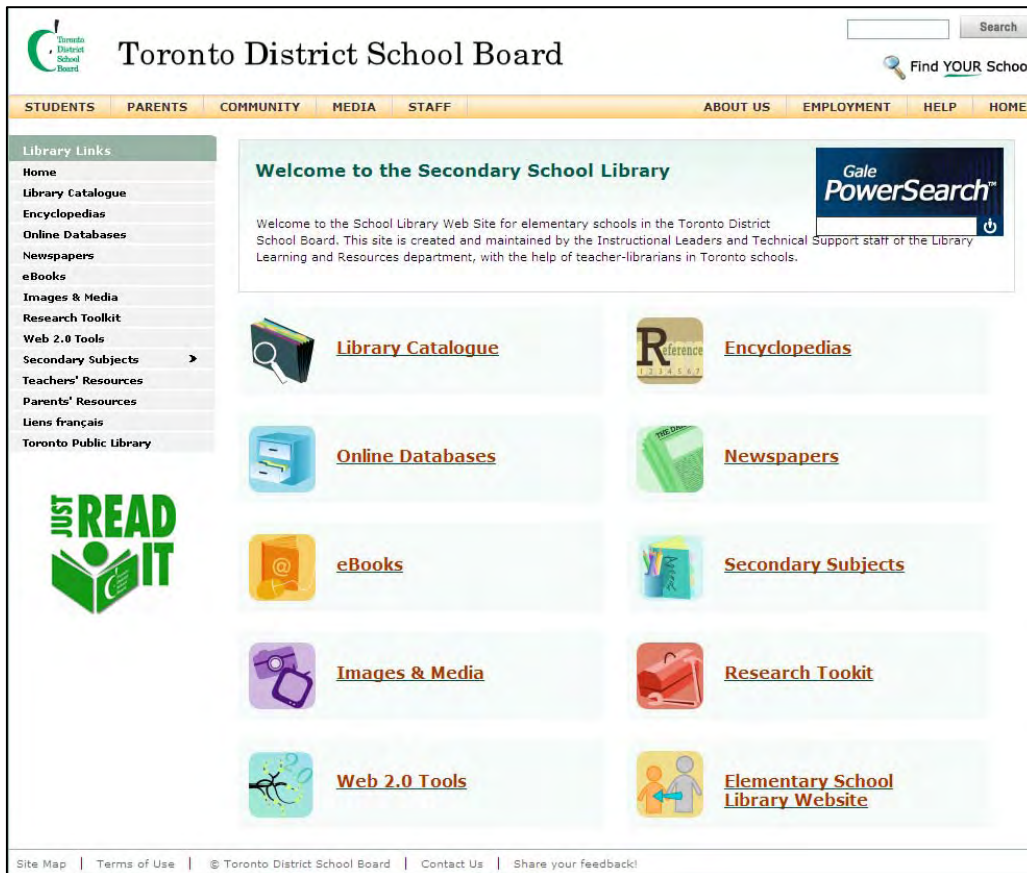


# Selecting Web-Based Resources: TDSB School Library Website Key Links

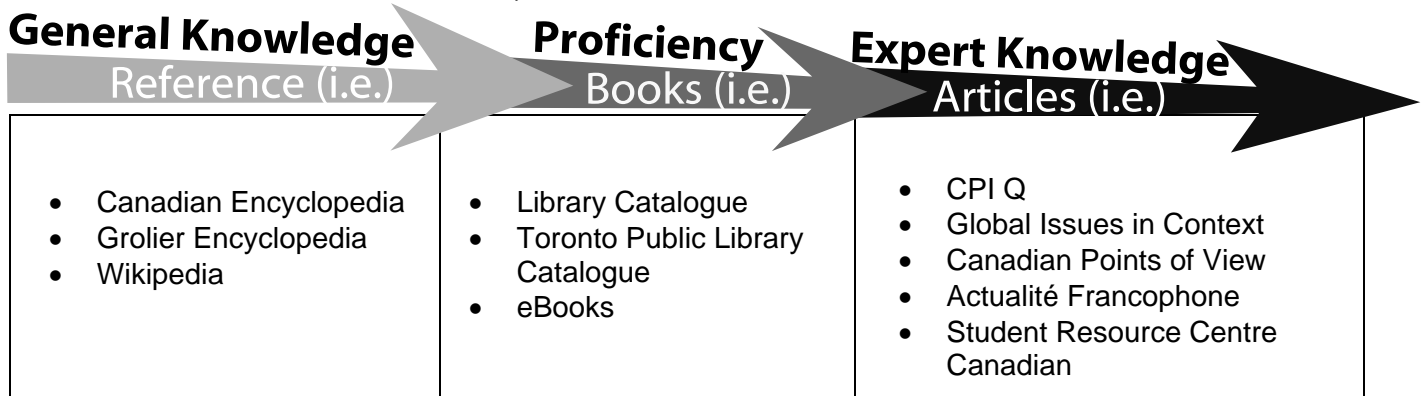


The Toronto District School Board maintains a **School Library Website** that is customized for every school. Central staff pre-select and organize quality Internet sites and purchased databases.

Below is the home page. At the left are descriptions of the contents of other pages. Ask your teacher-librarian for the website's address (URL) to access all the features of the site at home and school.

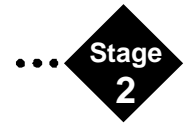


*The research journey takes you from...*





# Conference Notes



Name:

Topic:

## Section A: Progress to date (completed by the student before the conference)

Focus/Thesis so far:

Resources used:

Questions for your teacher:

## Section B: Comments and suggestions (completed by the teacher)

## Section C: Plans for the future (completed by the student)

Next conference date:

**Tip:** While this Conference Note template is useful in Stage 2 of your research, it can be used at any stage to monitor your progress and make sure you are on track in completing the project.

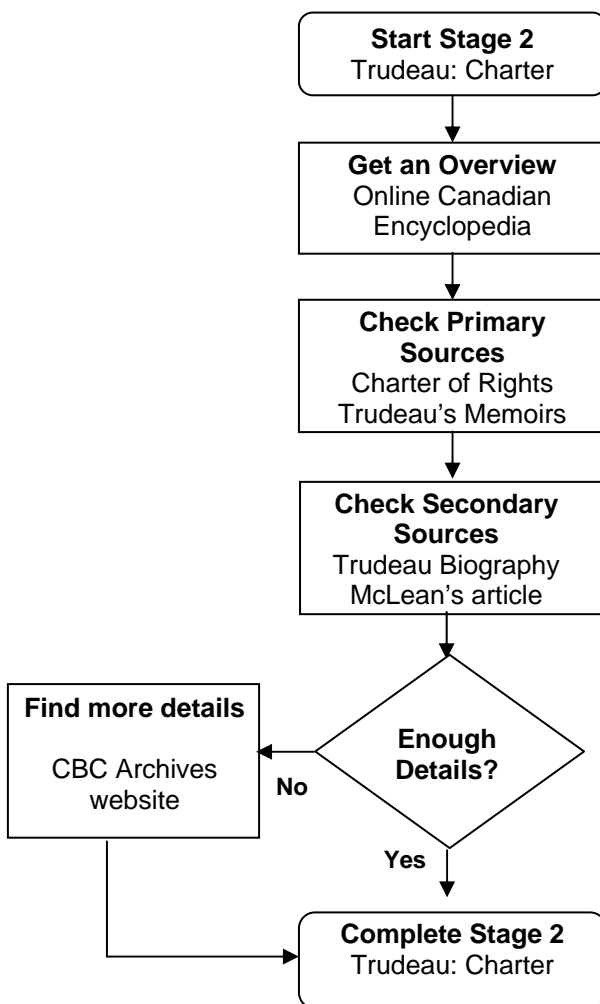
# Selecting Resources: A Sample Flow Chart

As you select resources, it is useful to plan your work “flow.” Using a flow chart is one way of doing this. A flow chart is a picture that describes the process of steps followed to accomplish a project or task.

Here are two simple flow charts. The flow chart on the left traces how one student selected resources for a report on Prime Minister Pierre Trudeau’s contribution to the Canadian Charter of Rights. On the right is a sample template with prompts to help you plan the selection of resources for your assignment.

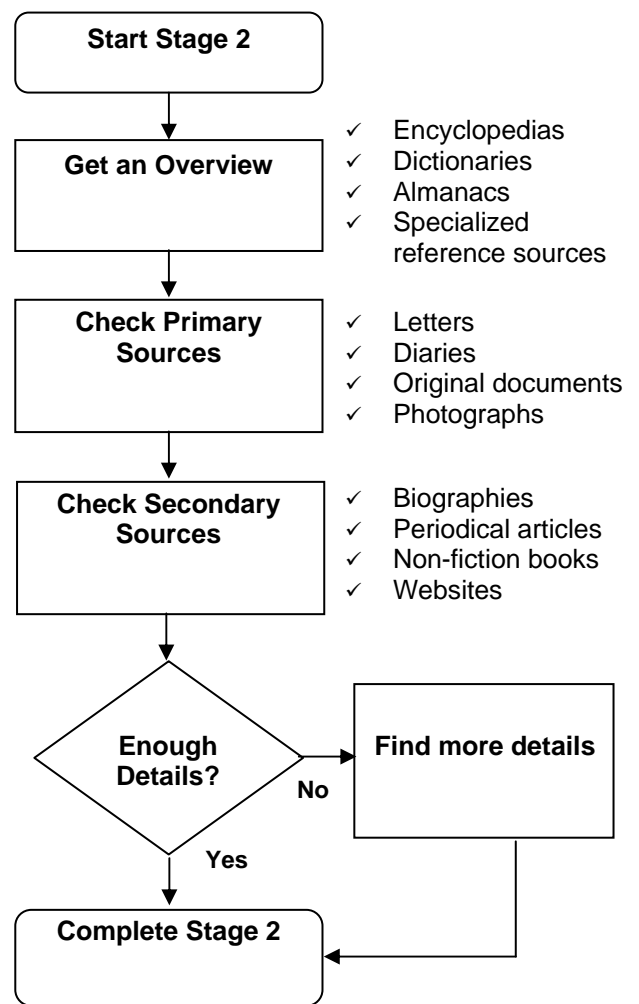
**Topic:** Pierre Trudeau

**Focus:** The Canadian Charter of Rights



**Topic:** \_\_\_\_\_

**Focus:** \_\_\_\_\_



**Tip:** These flow charts map a short sequence in only one stage of research. You might find flow-charting a useful method for other stages and for analyzing and presenting information.



## SCORING CHART: Assessment as Learning

1 lowest score → 5 highest score

Stage 2: Research Knowledge and Skills	Score 1–5	Comments
I have read/viewed a variety of print, electronic, and media resources in my school library.		
I have used the School Library Website to search for and find appropriate online resources.		
I have used search directories to find appropriate information.		
I have used search engines to find appropriate information.		
I have used skimmed and scanned texts for appropriate information.		
I have selected the best resources for my assignment.		
I have continued to plan my work and track my decisions.		
I have collaborated with teacher-librarian, teachers, and peers to check my ideas so far.		
I have recorded the sources of information that I have selected.		
I have organized my resources effectively.		

## RUBRIC: Assessment for Learning

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b> Locating resources	- demonstrates limited knowledge of ways to locate resources	- demonstrates some knowledge of ways to locate resources	- demonstrates considerable knowledge of ways to locate resources	- demonstrates thorough knowledge of ways to locate resources
<b>Thinking</b> Selecting information	- uses a limited range of critical-thinking skills to select appropriate information	- uses a moderate range of critical-thinking skills to select appropriate information	- uses a considerable range of critical-thinking skills to select appropriate information	- uses a wide range of critical-thinking skills to select appropriate information
<b>Communication</b> Collaborating to check ideas	- collaborates with others to check findings and ideas with limited effectiveness	- collaborates with others to check findings and ideas with some effectiveness	- collaborates with others to check findings and ideas with considerable effectiveness	- collaborates with others to check findings and ideas with a high degree of effectiveness
<b>Application</b> Organizing and recording information	- organizes and records information with limited accuracy and effectiveness	- organizes and records information with some accuracy and effectiveness	- organizes and records information with considerable accuracy and effectiveness	- organizes and records information with a high degree of accuracy and effectiveness