

Intermediate Research Process



The Big 6 Information Problem Solving Process

Big6: 1 Task Definition

Topic: The task involves selection of a topic. A good topic has enough available information at the student's grade, ability, and interest level. The student will understand the topic and where to look for topic ideas.

- Locate ideas in teacher's list, textbooks, library sources
- Find at least three different sources: books, online resources, experts

Subtopic: A good subtopic answers: What do I want to know about my topic?

- Person: Early life, education, accomplishments
- Place: history, leaders, government, people, economy
- Thing: Who, what, why, where, why/how
- Specific subtopics: Locate in general sources such as encyclopedias

Big6: 2 Information Seeking Strategies

Sources: A source is readable by the student and has information that matches the topic and subtopics.

- Sources: anything and everything used for information
- Formats: the form information comes in
 - Print: books, references, magazines, newspapers, etc.
 - Nonprint: Videos, software, research databases, internet sites

Big6: 3,4 Location & Access, Use of Information

Read/ Think/Select/Write

- Read or view a "chunk" with your pencil down (for intermediate age, a chunk is a paragraph)
- Think about what was read. What was important?
- Select key facts from each "chunk" to match subtopics. (No sentences – only key words or important facts)
- Write down only the important facts that answer the questions
- Give credit to the source: author, title, copyright date.

Big6: 5 Synthesis

Organize notes. Create rough draft/Create Final Product

- Sort notes into subtopic sections
- Move them into logical order for writing
- Create a "sloppy copy" of product (written report, poster, multimedia project, etc.)
- Create final research product and include list of sources

Big6: 6 Evaluation

Ask: Before handing in the assignment, students should stop and think about their assignment. The student should check their work asking the following questions...

- How well is my project organized?
- Did I have enough reliable information?
- Am I proud of my project?

TEACHER TIPS

- Include your librarian in the planning of the project and in the teaching of research skills
- Use the sample planning sheets, graphic note taking organizers, documentation sheets, product ideas, and evaluation forms that are included in the guide.
- Be aware that giving your students opportunities to learn research skills not only meets TEKS objectives but also helps them become better problem solvers, critical thinkers, and decision makers.

Big6™ Research Steps



1. Task Definition

Write your topic. _____

Write four good questions about your topic that you will answer in your research.

1) _____

2) _____

3) _____

4) _____

What kind of a research product will you complete? _____

2. Ways of Finding Information

What are my best sources of information? _____

3. Location and Access

Where are the sources I need? _____

How do I find the information in each source? _____

4. Use of Information

Read, listen, or view information from sources.
Choose necessary information and take notes.

5. Synthesis

Organize all necessary information about your topic.
Create a product that shows what you learned.

6. Evaluation

Did you do a good job? _____

What did you do best? _____

How could you have done better? _____

Adapted from: Eisenberg, Michael and Robert Berkowitz. The Big6. Worthington, Ohio: Linworth, 1