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Build a Bridge
and get over it !

 Build a Bridge and Get Over It! 

Have you ever thought of having a career as an engineer? No, not a train engineer, but a civil engineer! What's a civil engineer? A **civil engineer** is someone who identifies needs in society and finds creative solutions. Before you begin this project, spend some time learning about the specific jobs of civil engineers. Examples include designing roller coasters, creating plans for traffic control, and managing water and sewage. They also build tunnels, dams and railroads. The website below provides information about civil engineering jobs and engineering design.

- Those Amazing Engineers
  http://www.asce.org/files/pdf/thoseamazing.pdf
  What sort of work done by engineers interests you? This site describes many different types of jobs for civil engineers. How are Slinky toys and engineers connected? Read to find out!

Another thing job of civil engineers is to design—you guessed it—bridges! The following websites provide information specifically about engineering bridges:

- How Bridges Work
  http://science.howstuffworks.com/bridge.htm
  Read about beam, arch and suspension bridges to learn where tension and compression affect each structure. This will help you when choosing the design of your bridge.

- Types of Bridges
  http://perth.uwlax.edu/globalengineer/draft/project/Types%20of.html
  This is great place to see real-life examples of the different bridge styles. You can review your knowledge about beam, arch and suspension bridges while learning about girder, cable-stayed and Truss Bridges.

In addition to some excellent websites, there are several exciting books that you must see! Go to your local library and check them out today.

- **Bridges** by Nicole Baxter (Franklin Watts, 2000)
  ISBN**:** 0531154467
  Excellent photographs and drawings show a variety of bridges from all over the world.

- **Bridges** by Etta Kaner (Kids Can Press, 1995)
  ISBN: 1550741462
  Want to learn how to build some bridges right now? This book includes instructions for models of beam, arch, suspension, and movable bridges.

- **Art of Construction: Projects and Principles for Beginning Engineers and Architects** by Mario G. G. Salvadori, Ragus, & Hooker (Chicago Review Press; 3rd edition, 1990).
  ISBN: 1556520808
  Explains how tents, houses, stadiums, and bridges are built, and how to build models of these structures using stuff you may have around the house.

- **Is There an Engineer Inside of You? : A Comprehensive Guide to Career Decisions in Engineering** by Celeste Baine
  ISBN: 1591260205
  Would you like to become an engineer when you grow up? This book tells you how! Here you will find information about the different types of engineering, education for engineers, and more.

Now you have read about and observed some of the important responsibilities of being an engineer. Let's review what you learned! There are four main types of bridges and each bridge is used for a particular reason, as described below:

- **Beam/Girder Bridge** – This Bridge is simple and inexpensive. Made of concrete or steel, one strong beam is supported by two piers at each end and compression occurs at the piers. This bridge usually spans less than 250 feet.

- **Arch Bridge** – This Bridge typically spans about 200 – 1000 feet. Made of steel or concrete, every part of the bridge is under compression.

- **Cable-Stayed Bridge** – Only recently erected in America, this futuristic bridge typically spans 500 – 2,800 feet. Cables are connected to one or two concrete towers; compression is carried by the towers.

- **Suspension Bridge** – This Bridge typically spans 2,000 – 7,000 feet. and is suspended by large cables that lie on top of towers. The cables stretch from one side of the bridge to the other, and compression is carried by these cables.

Sometimes one type of bridge is combined with another type to suit the specific needs of the environment. Although this is a very challenging design task, it has served as a creative and well-functioning bridge solution to the problems some engineers have faced.

Engineers designed a structure called a **Truss** that enables bridges to span a great distance and carry more weight. The Truss is used most often in Beam Bridges. There are three types of Truss Bridges and they differ by the direction of the support beams of the Truss, as indicated below:

1. **Pratt** - Thinner beams and more economical
2. **Howe** - Uneconomical style and rarely used
3. **Warren** – Most common type due to its simplicity

Virtual Bridge Design-Learning to Design

You can now consider completing the first challenge of this project which, is creating your own virtual Truss Beam Bridge. First, practice making several designs until you learn the necessary steps involved in the process. The following link is an excellent place for you to discover your best design.

- West Point Bridge Design
  http://bridgecontest.usma.edu/
  This contest is open to students ages 13 through grade 18. You can experiment creating Truss Bridges by using previous contests as practice for decision making in bridge building. Don't forget to test your bridges for strength to see if you pass the test!

Have your teacher or a parent help you download the site and get you started. At the beginning of the program, follow the "Site Design Wizard" carefully to teach you what to do. The project will allow you to create bridges by selecting your choice of metal and the strength of metal you want to use. You may also choose to create a one-span or two-span bridge, and experiment with different styles of Truss Bridges (Pratt, Howe, and Warren). Keeping track of the cost is important to help you win the competition, but since you are just beginning your exploration, take a careful look at how much each piece of steel costs and take note. Experiment with the different bridge structures and materials. Then test your examples to see if a truck can pass over your completed model. Once finished, keep practicing! You might consider making ten

sample bridges to see which is most successful. This experience will help you to learn how to construct a model bridge by hand at the end of this project. Good luck.

Reviewing What You Know

Were you able to successfully construct a Truss Bridge? What steps did you learn? Which bridge design did you like best? Print the "Engineering Log" at the end of this project and then use it to write a list of the important concepts that you learned about bridge building. Keep your records so you can review them at the end of the project.

One of the most important things to notice about bridges is that they are supported by triangles. Why do you think large structures like bridges, buildings, and airplanes rely on the strength of triangles? There is a relationship between the number of triangles used to support the bridge and the strength of the bridge. Take a few minutes to experiment with the program below to see if you can discover the relationship.

- Truss Bridges
  http://www.brantacan.co.uk/trussthree.htm
  This web page will provide the mathematical knowledge that goes into building a successful Truss Bridges.

Bridges remain intact despite the different stresses they endure. These stresses, or tensions, include gravity, vehicle weight, and nature. Bridges are designed to last for many years with minimum upkeep. This is why a great deal of planning and effort goes into the design and building of a bridge. For example, the famous Cheasapeake Bay Bridge Tunnel (http://www.cbbt.com/) in Virginia, which spans 17 miles of water, rests

on four man-made islands—each of which was built especially for the bridge. It has the strength to support tractor trailers with 200,000 lb loads (equal to the weight of 23 elephants)! The Bay Bridge Tunnel is also designed to withstand high winds, rain, and extreme weather conditions of up to 110 miles per hour. Try your hand at completing the mini quizzes below to test your bridge knowledge.

- Bridge Building
  http://www.bradford.ac.uk/acad/civeng/marketing/civeng/game2.htm#location1
  How do I know when to use a particular bridge? See if you can choose the right type of bridge for a given environment.

- Super Bridge
  http://www.pbs.org/wgbh/nova/bridge/
  This site allows you to practice what you've learned and put the correct bridge in its correct environment. Click on "Build a Bridge" and get started!

- New Bay Bridge
  http://www.newbaybridge.com/classroom/
  Have you considered building a bridge to withstand an earthquake? This site is a blast!

Build a Bridge Challenge!

Now that you have learned about different types of bridges, different materials, strength and construction, you should move on to the final challenge. Using what you learned while designing your virtual bridge, take a look at your "Engineering Log" and carefully think about your plan for building your own bridge. Use everything you have learned to construct a bridge that meets the following conditions:

- Your bridge must hold a weight of 10 lbs. (You can use two 5 lb. bags of sugar to test your bridge's strength.)
- Your bridge must withstand the force of Mother Nature. (You can blow air from a low-speed fan on your bridge to simulate wind.)
- Your bridge must be labeled to indicate the type of bridge you created.

You may use wooden toothpicks, wooden Popsicle sticks, glue and your choice of one other material to construct your design. Your bridge should measure no more than 30 inches. Also, if desired, you can use a flat piece of cardboard, wood or board as the support for your bridge. You may enlist the help of a brother, sister or classmate so you can teach him or her about bridges, as well. But be sure to ask your teacher for permission!

Begin your planning using a paper and pencil to sketch your plans out. At the same time, you should start looking for the materials needed to complete your design. Ask your parent or teacher to help you collect the materials. Think about which materials will work best for the conditions described. Once you have worked out a plan that works mathematically, you should begin your construction.

Remember that design construction takes precision and patience. There may be times that your plans will fail and you have to go back to the designing or planning phase. Plan for setbacks, so you can be successful in spite of disappointments.

Once your design is complete, gather some members of your class, teacher, principal, friends or family to test your design. At the testing site, you'll need to have two 5 lb. bags of sugar and a fan. Once the demonstration is over, take some time with your audience to describe what you learned through the process. Remember to ask if anyone has questions about your design.

Congratulations on becoming an apprentice civil engineer!

Refining your Skills

Now that you have finished your bridge construction, compare the bridge you created with some well-known bridges. Take a careful look at the engineers' design and construction. Think about possible changes to your design.

- Famous Bridges Of The World
  http://www.civl.port.ac.uk/comp_prog/bridges1/
  Looking for a list of some of the biggest and best bridges in the world? Click here to see pictures and learn important facts.

- Brooklyn Bridge Web Page
  http://www.endex.com/gf/buildings/bbridge/bbridge.html
  The Brooklyn Bridge is one of the most famous suspension span bridges in the world. Take a peek at this wonder of New York.

If you are interested in learning more about different civil engineering jobs, keep reading! Become informed about other famous engineering wonders of the Americas using the websites below!

- Panama Canal
  http://www.pancanal.com/eng/general/howitworks/index.html
  Visit Central America to view one of the greatest engineering marvels of all time, the Panama Canal. To view how the canal works, click on "Transit" and "Operation" to watch the animated video. Also try viewing the link on the left of the homepage entitled "Photo Gallery" to see actual panoramic and historical photographs!

- Hoover Dam
  http://www.sunsetcities.com/hoover-dam.html
  One of the largest dams is located on the border of Nevada and Arizona in the USA. Consider reading the historical background and viewing the photos.

- New York Subways
  http://www.nycsubway.org/
  Many large cities have combated road traffic by developing alternate transportation. Take a look at one of the most complex subway systems in the world.

Still craving more information? Use the websites below for a comprehensive look at different bridge-related facts, contests, and activities.

- Building Bridges
  http://www.newton.mec.edu/Brown/TE/GIRL/bridgelinks.html
  Find the best webquests, photos, contests and more—all about bridges!

- BUILDING BIG: Bridge Basics
  http://www.pbs.org/wgbh/buildingbig/bridge/basics.html
  Engineers must consider many things – like the distance to be spanned and the types of materials available – before determining the size, shape, and overall look of a bridge. Read here to find out all the answers.

- Climb the Sydney Harbour Bridge
  http://www.bridgeclimb.com/
  Did you know that you can actually climb an arch bridge in Sydney, Australia? Click here to take a virtual tour of a group climbing 440 feet above sea level!

As this project comes to a close, don't forget that there are other types of engineers. Someday you might be interested in becoming a traffic engineer, chemical engineer, electrical, or mechanical engineer. Did you know there are over 27 engineering careers you could learn about? Or you might be interested in continuing to explore different jobs within civil engineering. Either way, these jobs will require you to earn good grades in math and science-related courses. Keep working hard!

Engineering log

Name _____

Calling All J.K. Rowlings:

Write Your Own Mystery!

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Write Your Own Mystery!

Mysteries exist in many forms. You may have seen a movie with a mysterious plot, watched an episode of *Scooby-Doo*, read a poem by Edgar Allen Poe, or read one or more of the *Harry Potter* series. Mysteries seem to be everywhere because so many people love a good mystery! In fact, mysteries are borrowed from libraries more often than any other kind of book!

If you like to read mysteries, you might like to write one for other mystery fans to enjoy. You probably already have more ideas for a mystery story than you think you do—you just haven't realized it! Mysteries have a way of working their way into people's daily lives. For example, have you ever tried to figure out who ate the last cookie in the cookie jar? If you have, then you have already begun thinking like a detective. Have you ever walked by a creepy, deserted house and felt the need to quicken your pace? Have you ever been startled by a slamming door, or thought that you heard footsteps that no one else heard? If so, then you have already felt some of the feelings a mystery story tries to create in its readers.

When everyday mysteries happen to you, you should do what many writers do–write them down! Many writers start their

writing journey by keeping a **Writing Notebook** or **Journal.** In your notebook or journal you can record the following:

- Names of mystery books, stories, or movies you have liked and why you liked them—for example, maybe you liked *Harry Potter* because the mysteries included elements of adventure
- Ideas for plots or characters for your mystery
- Interesting words or place names that you might like to use in your story
- Mysteries that have happened in your daily life
- Times when you may have been startled or been held in suspense in your daily life or by a mystery

You never know when you might read or hear something useful, so keep your notebook handy!

Learning About Mystery Stories

Before you learn to write a mystery story, it would be helpful for you to learn about them. Mysteries and detective stories have been around for over a hundred years. Many of the techniques used by the first mystery writers are still used by writers today.

Perhaps you will use some of these techniques in your own mystery story.

Reading other mystery stories will be a good background for writing your own mysteries. You can find mysteries to read on the Internet or in your school or local library. A few great mystery books to look for are:

- **Chasing Vermeer** by Blue Balliett (Scholastic Press, 2004). ISBN: 0439372941
  This book follows young Petra Andalee and Calder Pillay as they try to locate The Lady Writing*, a painting that has been stolen on the way to Chicago's Art Institute. Going on the theory that there are no coincidences, the two wonder about the link between the painting—a famous work by renowned Dutch artist, Johannes Vermeer—and a series of seemingly disconnected events. But once Petra and Calder learn of the culprit's aim to correct untruths about Vermeer's life and art, all the pieces come together. Look out for an ending sure to make you exclaim, "Ah ha!"*

- **From the Mixed-Up Files of Mrs. Basil E. Frankweiler** by E.L. Konigsburg (Yearling Books, 1977). ISBN: 0440431808
  Having run away with her younger brother to live in the Metropolitan Museum of Art, twelve-year-old Claudia finds a statue at the museum that is so beautiful she cannot bear to go home until she discovers its maker. Claudia has set herself a big task, as this is a question that baffles even the experts! The former owner of the statue was Mrs. Basil E. Frankweiler. Without her help, Claudia might never get home!

- **Harriet the Spy** by Louise Fitzhugh (Yearling Books, 2001).
  ISBN: 0440416795
  Meet Harriet M. Welsch–one of the funniest, most unforgettable characters in children's literature. Harriet is a girl with only one ambition in life: to be a spy. She works hard at it, filling her secret notebook with observations about her parents, friends, and neighbors. But when her classmates find her notebook and read her mean comments about them, Harriet finds herself shunned by everyone. How can she put her spying talents to good use and make her friends like her again?

- **Hoot** by Carl Hiaasen (Knopf Books for Young Readers, 2004).
  ISBN: 0375821964
  Construction is underway on a new pancake house in Coconut Cove, but odd problems keep cropping up: survey stakes are removed; alligators appear in the port-a-potties; and, someone has repainted the site's police patrol cars. But who's behind the clever vandalism and pranks? Join Roy Eberhardt in solving this ecological mystery.
- **Bunnicula** by Deborah and James Howe (Aladdin, 1996).
  ISBN: 0689806590
  When the Monroe family finds a small black-and-white bunny in the movie theater after seeing Dracula, they think, why not bring it home? Chester the cat and Harold the dog, however, are instantly suspicious. When the vegetables in the Monroe kitchen start turning white, Chester and Harold are certain that Bunnicula is a vegetarian vampire.

- **Harry Potter Series** by J.K. Rowling (Scholastic Books).
  Join Harry, Hermione, and Ron in the many adventures and mysteries they encounter at Hogwarts School of Witchcraft and Wizardry.

Remember, oftentimes authors write within the same **genre** or category of books. Search your library to see if any of the authors listed above have written other mysteries that you would like to read.

You can also read some short mysteries on the Internet:

- **MysteryNet's Kids**
  http://kids.MysteryNet.com
  Looking for a clue about what to read? This site features mysteries for you to solve, mystery stories by kids, magic tricks, and even a link to a Nancy Drew Mystery. You can also write your own mystery! If the judges at this website select your story, it will be published on the web page and you may win a prize.

- **A. Pintura: Art Detective**
  http://www.eduweb.com/pintura
  A. Pintura, is a 1940s detective helping the mysterious Miss Featherduster identify an unusual painting. As you collect clues, you can use the vocabulary list and study sheet to help you solve the mystery. As a bonus, you will learn about famous artists, composition, style, and perspective as you try to figure out "whodunit."

The Mystery Story

What types of people, places, and situations make a good mystery story? Here are a few elements that you might find in an exciting mystery:

- An intelligent but eccentric, or unusual, detective
- A helpful but not very clever helper
- A clever helper working with a not-so-clever detective!
- A locked room
- A person wrongly accused of a crime
- The detective imagining the mindset of the criminal in order to solve the mystery
- A trap set to catch the criminal

- An explanation at the end about how the detective solved the mystery

You may not find all of these things in the same story, but you will often find several of them. Can you think of a mystery that you've already read that has some of these traits?

The Detective

Do you have a favorite detective? The detective is often what readers remember most about a mystery story. A lot of people could tell you all about the famous detective Sherlock Holmes, but they might not be able to tell you the whole plot of a story about Sherlock Holmes.

Have you heard of the detectives Nancy Drew, Basil of Baker Street, or Encyclopedia Brown? The detectives in the earliest mystery stores were all men, but now detectives may be women, children, or even animals! List some detectives in your notebook and tell what makes each one interesting or different from the rest.

Modern mystery detectives differ from the early ones in another way as well–they use science to help them solve

mysteries. Police detectives and private detectives can test for fingerprints, footprints, and tire marks, among other evidence.

Almost all good detectives—past or present— share two qualities:

1. They are very **observant**, which means that they notice even very small clues**.**
2. They are good at **reasoning**, which means they can think about the clues and put them together to solve the mystery.

If you would like to read descriptions of some well-known detectives, take a look at this site:

- **Mystery!**
  www.pbs.org/wgbh/mystery
  Read about classic detectives and play "Whodunit?" mystery games!

What other kinds of elements turn up in mystery and detective stories? Usually there are suspects, who may or may not have motives and alibis. There are usually clues and evidence, too. What are **suspects, motives, alibis, clues,** and **evidence**? Be sure you know before you start to write your story! You may want to find out the meanings of these words and write their definitions in your notebook. One way to do this is to use a dictionary in your classroom, school library, or at home. You may also choose to use an online dictionary like this one:

- **Merriam-Webster Kids: Wordcentral**
  www.wordcentral.com

This site is an online dictionary for students! You can search the dictionary to find the meanings of words you don't know and create your own dictionary with all the new words you learn!

A few other words you might want to look up are **sleuth, witness, deduction, and red herring.** Knowing these words will help you to understand the mysteries you read and may be useful when you write your own!

Planning Your Mystery Story

Now that you have read and thought about mystery stories, you are ready to think about your own story. How can you make your story different from other mysteries? You can do it by thinking of good ideas for each of the following:

- The **major character**, your detective
- The **other characters** in your story
- Your **setting**, which is where and when the story takes place
- The **plot,** or the way you go about solving your crime

A good way to start writing your story is to make an outline. Make your outline in your **Writing Notebook**. You can follow this format if you like:

I. Describe your detective.

A. Will your detective be male or female?

B. Will your detective be an adult, child, animal, or superhuman?

C. What kind of clothes does your detective wear?
D. What does he or she look like?
E. How is your detective special?

II. List the other characters in your story, and give a brief description of each one.

A. Who is the villain?
B. Who is the victim?
C. Are there any other characters?

III. Describe your setting.

A. Does the whole story take place in the same location?
B. Does the story take place in the past, the present, or the future?
C. What is the weather like?
D. What is the season of the year?

IV. Tell the plot, or what happens, in your story.

A. What is the crime?
B. What does the detective do?
C. What does the criminal do?
D. What problems come up?
E. What is the solution?
F. What are the clues that lead to the solution?
G. What do the villain, victim, and other characters do?

V. Tell briefly what happens in the three parts of your story.

A. What happens in the beginning?

B. What happens in the middle?

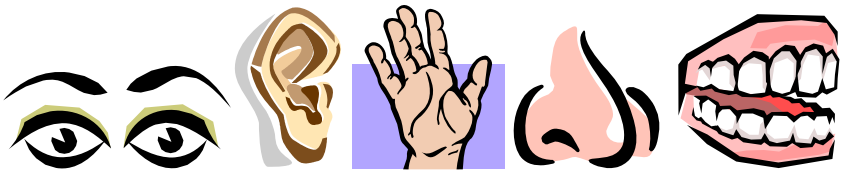
C. What happens in the end?

Writing a Rough Draft

You should start the writing process by creating a rough draft. This means that you will write a first version of your story without making any judgments as you work. The point is just to get the story down on paper. Use scratch paper or the computer so you won't be afraid to make changes. You can correct your spelling and make a neater copy later.

As you write, remember to use words that help your readers to visualize what you are describing. Your readers should be able to mentally picture the vandalized safe and the papers scattered around the floor. They should feel a shiver when the door creaks. If they do, you are doing a good job as an author.

How do you make your readers see the safe or feel the shiver? You do it by choosing details to include and by using colorful, specific words. For example, if you are describing a scary house, don't just say it's scary. Tell about the things that make it scary–the cracked windows, the dust and cobwebs, the darkness, and the creaking floors.



Appeal to your readers' senses with words that make them see, hear, feel, and even smell and taste what is happening. Your characters, too, will come alive when you describe their appearances, words, and actions.

Revising

After you finish your rough draft, let it sit for a day or two. Then go back and read through it. Make any changes you think are necessary. You can use arrows and lines to show your changes, and you can write in the margins. If you wrote your story on the computer, save your revised version of the story under a new name as soon as you start making changes. This way, you will have a copy of the rough draft and a copy of revision.

Now read your story to someone else and ask for suggestions on how to make it better. Ask this reviewer: Was the story clear? Did the characters seem real? Then make any changes you feel are needed based on your listener's suggestions.

Proofreading

Now is the time to proofread your story. Check your spelling and punctuation to make sure they are correct. It may be helpful to ask a friend to proofread your mystery, as well. It can be very difficult to see small errors in your own writing! Your mind is ingenious—it can allow you to see what you expect to see on the

Proofreading Checklist

Ask yourself these questions:

- ❑ 1. Did I spell all the words correctly?

page, rather than what is really there. This Proofreading Checklist will help you and your peer editors to make corrections.

Making Your Final Copy

Finally, you are ready to make a finished, neat copy of your story. Give it a good title, and be sure to give yourself credit as the author!

Doing More With Your Story

What can you do with your story now that it is finished? Several ideas are listed next. You may think of others.

1. Write a sequel. If you like your detective, you can bring the character back in another story.

2. Turn your story into a play. Find some friends to act it out, and produce it for your class or school. You might even be able to videotape your play.
3. Read your story aloud and record it on a cassette. Then your story and tape could be enjoyed by younger children who can't read yet or by children in a hospital who may be too ill to read. Your parents or guardians might even enjoy listening to it as they drive! Books on tape are very popular for this purpose.
4. Illustrate your story. If you don't draw, perhaps you have a friend who does. Many authors have their stories illustrated by someone else.
5. Enter your mystery story in a contest! One place to do this is on:

- **MysteryNet's Kids**
  http://kids.MysteryNet.com
  If the judges at this website select your story, it will be published online.

If you would like to write another mystery story after you have finished your first one, check out:

- **Kids' Mystery Contest**
  www.candlelightstories.com/D001/Mystery.asp
  Finish a mystery that has already been started for you on this website and enter it into the contest!

Now that you are an author, remember to keep reading, observing, and adding to your **Writing Notebook** or **Journal.** Most important, keep writing!

Home Is Where the History Is
Investigate a Local History Topic

Home is Where the History Is
Investigate a Local History Topic

As we go about our daily business, we often take for granted the hustle and bustle of our communities or neighborhoods. We hardly notice conveniences such as paved roads, halogen streetlamps or drive-up ATMs, and we accept as natural the dress and behavior of our friends, family members and neighbors. It may seem that your community has always been just this way!

But is that true? Has your community remained the same over time? Of course not! Many generations of people have lived and worked in your community. In your community, important local and national events have happened—some of which may still be remembered, others of which are now shrouded in mystery. What stories would the streets and buildings of your community tell if they could speak? What kinds of people, past and present, have lived in your community? What were their lives like? Do you know? Could you be surprised by the answers? To find out, you could do some research on questions such as the following:

- What was this area like before it became a town or city?
- Who were the earliest settlers in this area? Were there native communities in the area before white settlers came? Are there written accounts about how early settlers and native communities interacted?
- Have natural disasters affected your community? If so, when or how?

- Which church was first established in the area? Who built it and when was it built? What role did it play in the lives of the town's inhabitants?
- What folklore, if any, is associated with the area?
- How did certain historical events, such as the Civil War, prohibition, the Depression, the Civil Rights Movement or the Vietnam War, affect the people of the area?
- Did any famous person come from the area? If so, is there a written biography of that person? What effect did this person's accomplishments have on the town or city?
- Who was the town's first elected official? What factors contributed to his or her election? Does he or she have any living descendents in the area?
- What industries supported your community? For example, was your town built on sailing, fishing or whaling? Or maybe on factories and textiles? Perhaps agriculture? What was life like for the everyday people who went to sea, worked in the factories, or tended the fields?
- What were clothing styles like when your town was founded? How have styles changed over the years? What political changes, if any, were reflected in changing clothing styles?
- What is the history of the oldest building in the area? Who lived or worked there? Has it ever been restored?
- Who was the first person to ever publish a newspaper in your community? Did the publication have a particular political viewpoint? What affect did the newspaper have on the history of the town?

- Are there any places in the area where historically significant events occurred? What were the events? Where did they occur?
- What would life have been like for a person your age in the sixteenth, seventeenth, eighteenth, or nineteenth century in your community?
- When did your town first begin to keep written documents or records, and what were they? Who authored them?
- Is there a written history of your town, region, county, or state? Where might you find such a book?

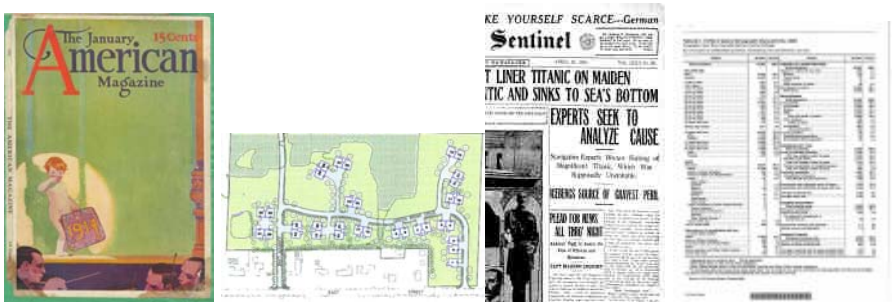
Getting Started: Using Primary and Secondary Sources

In your research, you will encounter two types of resources: primary sources, and secondary sources. **Primary sources** are actual documents or images preserved from the period of time you want to investigate. Primary sources include letters, diaries, journal entries, photographs, paintings and legal documents such as census records and birth certificates. The list below provides information about potentially useful primary sources.

- ✓ **Autobiographies:** Autobiographies provide personal information that you may not find anywhere else. If you can find an autobiography written by someone who lived in your community in the past, you have a wonderful resource!
- ✓ **City directories and telephone directories from the period you are researching**: These sources are a good way to find information about ordinary people. City directories contain lists of all the town's adult inhabitants, their addresses and their occupations. Telephone directories list names and addresses too, but they also contain advertisements that include useful information about town businesses of the past. By looking at the ads over a period of years, you can detect changes in the economy and in the social life of the town.
- ✓ **Federal and local census reports**: These documents can reveal changes such as shifts in population, family size, etc.
- ✓ **State "bluebooks"**: Bluebooks are reference books that are published each year and contain biographical information about important people who have served in your state government. They are called bluebooks because they had blue covers when they first began to be published. Now they come in other colors too.
- ✓ **Old newspapers**: Newspapers can provide important details about people and events in the history of your community. These may be found in libraries or in a newspaper office's "morgue," which is a collection of the past editions of the paper. In addition, this incredible digital collection of Early American Newspapers (1690-1876) provides thousands of full-text pages from a variety of publications. It is searchable by date range, publication and topic at the following website: (http://infoweb.newsbank.com/iw-

search/we/HistArchive?p_product=EANA&p_action=keyword&p_theme=ean&p_nbid=F56Y57RLMTEwMDEwMzg5MC42MzU4OTc6MTo2OjEzNy45OQ&p_clear_search=&s_search_type=keyword&s_category=none&d_refprod=EANA).

- ✓ **Deeds, property maps and building permits**: If your question is about buildings or landmarks in your area, these types of documents may be particularly useful. You can probably find them in your town or city hall.
- ✓ **Old catalogues and magazines**: If you are studying the way people dressed in 1900, or the common tools that were used, you may want to locate a mail-order catalog from that period.



As you explore your primary sources you may find things no one else has discovered. You may also discover two or three different versions of the same event, or different views on an important local issue. When you come across conflicting stories, you must decide which record is correct or which person's account is most likely to be true. If there is no clear answer, you will want to reference both versions of the event. This is called "unbiased" documentation. Primary sources are exciting because you never know what you will find! This website, called Using Primary Sources on the Web, http://www.lib.washington.edu/subject/History/RUSA/ provides information about how to find, evaluate and cite online primary historical sources. If you find a primary source

that isn't available through your library, local university or college, or the Internet, you may ask a librarian if you can get it through interlibrary loan.

In an ideal world, you could always rely on primary sources to answer your research questions; in reality, however, you may have to check secondary sources. **Secondary sources** are materials written by other researchers who have examined the primary sources and drawn their own conclusions. Encyclopedias and other reference books are secondary sources. Biographies are also good secondary sources, and may even contain reproductions of primary sources such as letters or journal entries. A reference source that lists biographies is the Biography and Genealogy Master Index. This database may be available online, but chances are you will have to contact your local library, historical society or university/college history department to find out how to get access. You may also find useful information on the biography websites below:

- Biography.com (www.biography.com):
  This website, created by the makers of the popular TV show, "Biography," allows users to search a database of hundreds of biographies.

- Biographies for Kids: Famous Leaders for Young Readers (http://www.gardenofpraise.com/leaders.htm)
  This website provides easy to read biographies of famous leaders.

- Lives (http://amillionlives.com)
  This website provides links to thousands of biographies, autobiographies, memoirs, diaries, letters, narratives, oral histories and more.

- National Women's History Project (http://www.nwhp.org)
  This website offers opportunities for thorough research on topics in women's history.

- The Faces of Science: African Americans in the Sciences
  http://www.princeton.edu/~mcbrown/display/faces.html)
  This site provides profiles of African American men and women who have contributed to the advancement of science and engineering.

Where to Find Primary and Secondary Sources

Now that you know about primary and secondary sources, you need to figure out where to get them. You can start by visiting your local library and checking the reference section. There you will find encyclopedias and other general reference books that can provide basic information about your topic. Your librarian can help you get started. You may also be able to find old newspapers or photos related to your topic at your local library.

In addition to your local library, you may find useful information through research libraries. You can visit research libraries in person or look for information online. This website provides links to U.S. university history departments (http://www.ghgcorp.com/shetler/univ/america.html). The list isn't inclusive, however, so make sure to check a search engine like Google or Ask Jeeves Kids if you don't find a link for a school near you.

Local historical societies are also a great source of information. Here's a list of U.S. historical societies compiled by Yahoo: http://dir.yahoo.com/Arts/Humanities/History/U_S__History/Organizations/Historical_Societies/ . This site provides only a sample of the historical societies in the country, so if you don't find a society for your town or community here, try another search engine,

such as Google, at www.google.com, or Ask Jeeves Kids at www.ajkids.com. This phone directory provided by the Internet Public Library might also help you locate historical societies.

Historical societies specialize in the history of your state or region, and often employ professional historians. Do you know what a historian does? Historians are like detectives. They usually focus on a specific time and place in history, and try to figure out what life was like in that era by finding and interpreting documents and artifacts from that time. Historians often work for universities and colleges, and though they may teach some classes about what they have learned through their research, their primary job is to look for new information. Historians may also work as professional consultants, helping museums create accurate historical exhibits or maintaining and organizing collections of historical documents that are important to a region, state or even the nation. These are just some of the jobs that historians do. If you are interested in learning more about what it means to be an historian, you might enjoy this "You Be the Historian" (http://americanhistory.si.edu/hohr/springer/) activity. See if you can figure out who the Springer family was and how they lived from the things they left behind.

Another very useful source of information is the Internet. There are hundreds of historical websites that provide links to both primary and secondary sources. Historians have never had so much access to information—and it's all at your fingertips! The list below provides information about digital collections of historical resources:

- **Library of Congress, America's Story**:
  http://www.americasstory.com
  This website, created by the U.S. Library of Congress, the largest library in the world, is designed to make historical research easy and fun for young people.

- **American Memory, Historical Collections for the National Digital Library, Library of Congress:**
  http://memory.loc.gov/ammem/
  This website provides access to sound recordings, photos and moving images, prints, maps, and sheet music from American history.

- **National Archives and Records Administration (NARA), Digital Classroom:**
  http://www.archives.gov/digital_classroom/
  This website provides links to useful historical resources such as the National History Day website, the Smithsonian Oral History Interviewing Guide, and more than one-hundred American historical documents.

- **American Journeys, Eyewitness Accounts of Early American Exploration and Settlement:**
  http://www.americanjourneys.org/.
  This site, a project of the Wisconsin Historical Society, provides more than 18,000 pages of first-person descriptions of North American exploration, from the Vikings in Canada in AD1000 to the diaries of mountain men in the Rockies hundreds of years later.

- **Oregon History Project** (Oregon Historical Society):
  http://www.ohs.org/education/oregonhistory/
  The Oregon History Project offers an online archive of historical records from the Oregon Historical Society collections, focusing on the diversity of the people and events in Oregon's history.

- **California Historical Society educational resources**:
  http://www.californiahistoricalsociety.org/main.html
  This site offers access to more than four-hundred images from the society's fine arts library and photography collections, as well as articles about California history. The site also provides an extensive database of links to information about California's cultural history.

- **UCLA Department of Special Collections**,
  http://www.library.ucla.edu/libraries/special/scweb/
  This website provides access to the UCLA Library's collection of rare books and manuscripts, including more than 30 million documents, 5 million photographs and negatives, maps, art, architectural drawings and models, and other graphic arts material.

- **FirstGov for Kids**: http://www.kids.gov/k_history.htm
  This site provides links to more than forty historical research websites.

- **History Matters**, http://historymatters.gmu.edu/
  This challenging resource provides links to primary sources, guides to using primary sources and articles linking history to the present.

- **Making of America**: http://cdl.library.cornell.edu/moa/
  Making of America is a digital library of primary sources in American social history. This is a project of the University of Michigan and Cornell University.

- **Documenting the American South**:
  http://docsouth.unc.edu/
  This website provides primary sources for the study of American southern culture and history.

- **American Colonist's Library**:
  http://personal.pitnet.net/primarysources/
  This site contains a huge collection of literature and documents about colonists' lives in America.

- **Connecticut's Heritage Gateway**:
  http://www.ctheritage.org/
  This website provides online exhibits, primary sources, and secondary sources such as encyclopedias of historical events pertaining to Connecticut history.

- **Virtual Jamestown**, http://www.virtualjamestown.org/
  This digital archive explores the history of the Jamestown settlement and "the Virginia experiment."

Interviewing

Once you have done some background research, you may find that you can get unique information from an interview. Interviews are incredible primary sources, and oral history is an exciting way to learn more about your topic. The following case study illustrates how oral history can work.

Case Study: Oral History in Collinsville, CT.

Four Connecticut students with a strong interest in history decided to investigate the role of the Collins Company in the evolution of their hometown—Collinsville, Connecticut. All they knew when they began was that the company had a strongly influenced the development of the town.

The students talked about the primary sources they could use, including interviews with former employees. They agreed that information from people who had firsthand knowledge of the company would provide them with a better understanding of their topic. The students knew a ninety-six-year-old man who had been an executive of the company during its period of greatest strength and production. They decided that he would be an excellent source of information, and, after explaining who they were and what they were researching, respectfully asked if he would be willing to speak with them. They were very pleased when he agreed!

To prepare for the interview, they reviewed the information they had gathered from print sources, looking for "holes" in the data, or questions raised but not answered by their information. Then they brainstormed an extensive list of questions they might ask about the history of the factory, and chose the best ones for the interview. They made sure to develop open-ended questions that required a complete answer, rather than "yes" or "no" questions that would provide less information.

On the day of the interview, they dressed nicely, checked their equipment and supplies and arrived at the interviewee's house on time. They then asked if they could tape the interview. If he had preferred not to be recorded, they were prepared to take extensive notes. Even with the tape recorder running, they took notes on important points in case they had an equipment failure.

They spent about an hour asking the interviewee the questions they had prepared, as well as additional questions that occurred to them during the interview. If an answer was too short to be helpful, they asked for more information.

The interview was a great success, as the students were able to gather detailed information from a personal perspective—a type of information that was not captured by company documents or other literature about the company. The students were also able to use taped portions of the interview to narrate a slide presentation about the company's history. The oral history approach proved very useful to their research!

Here are some tips we can draw from the students' successful interview:

1. Decide who will provide the best information for your purpose. Ask that person for an interview, and arrange the place, time and date. If you plan to use a video recorder or tape recorder, make sure it's all right with the person you are interviewing.
2. Complete enough research to be able to ask intelligent questions and understand the answers.
3. Brainstorm all the questions you could ask. Choose the best ones, and practice asking them in an organized way. Remember that a response in an oral history interview may lead you in an unexpected direction, so be prepared to vary the order of your questions.
4. If you plan to use a video recorder or tape recorder, practice using the equipment until you are comfortable inserting the tapes, adjusting the volume, arranging the microphone (if there is one), and playing back the tape.
5. If you wish, practice an oral history interview with an older relative or an older resident of your community. For example, interview one of your grandparents about his or her childhood, memories, and family history. You will gain valuable

practice for your local history interview and also have a wonderful record of your grandparents' family memories.

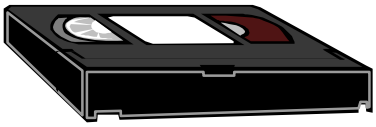
6. Check your notes and question before your interview, and prepare a brief introduction of yourself and your project.
7. Arrange to have an adult drive you and come with you to your interview.
8. During the interview listen carefully, maintain eye-contact, and be polite. Make sure to ask follow up questions if don't understand something.
9. After the interview, thank your interviewee for his or her time and ask him or her if you can call or email if you have any additional questions or need clarification on any of the responses he or she gave.
10. Once you get home, look over your notes and play the tape of the interview, if you made one. This is the time to decide if you need further clarification. If you do need a little more information from your interviewee (and don't feel bad if you do—professional journalists and writers often contact a source with follow-up questions) make sure to create short, to-the-point questions that will avoid wasting the time of your interview subject. Then thank him or her profusely for the extra time!

Sharing the Results of Your Interview and Research

Now that you have done all this work, you need to find some way to share your interview and research experience! You may want to write an article for your school or local newspaper. Many states also publish historical magazines that accept the work of young people. You may even want to prepare a booklet for your own school library.

Another option is to write a historical fiction story about your research and your interviewee. If you are interested in reading a book that was written using oral history techniques, look for the Foxfire books, edited by Eliot Wigginton. These books contain oral histories collected by students.

If you videotaped your interview, you could also create a documentary with the interview as an important segment. You could act as the narrator and provide background information using all of the data you found through your research. The book below might help you to get some ideas for how to get started on a documentary.



- **Creating History Documentaries**, by Deborah Escobar (Prufrock Press, 2001)
  ISBN: 1882664760.
  This book provides information about researching, scripting, and editing a historical documentary.

A final option is to use your research to create a project for the National History Day contest. This is one of the oldest and best regarded academic contests in the country for students in grades six through twelve. The link below will provide you with more information about National History Day and how to get started on a project for the event.

- **National History Day**: http://nationalhistoryday.org/

Whatever type of project you do, you should be proud of all you have accomplished! You have done valuable research about your community and shared it with others. Maybe someday your research will become a secondary source for a student with a question similar to your own!

Look into Your Crystal Ball!

Create a Newscast of the Future

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Have you ever talked to a parent or grandparent about what the world was like when they were younger? Have you heard stories about the things they learned in school, the kinds of technology they used, or the people they admired in positions in power? Every generation has unique technological advances, trends and political events that are remembered by many people for decades to come. For example, these are some events that you or your parents may remember from childhood, adolescence, or young adulthood, such as:

- 42nd President William J. Clinton playing his saxophone at an inaugural ball after winning the Presidential election in 1993
- The beginning of Operation Desert Storm, a war with Iraq that lasted just 42 days, in January of 1991
- Growing concern across the world about a new and deadly disease called AIDS
- The introduction of the personal computer to many schools in the early to mid-eighties
- Toy store customers fighting over limited supplies of Cabbage Patch Kid dolls in 1983
- Ronald Reagan winning the presidential election in 1980 with George Bush senior (the father of President George W. Bush, our 43rd president) as his Vice President

And these are some things your grandparents and older relatives and friends might remember from when they were younger:

- John Glenn becoming the first person to orbit earth in 1962
- Dr. Jonas Salk inventing the polio vaccine in 1956
- Rosa Parks refusing to give up her bus seat to a white man in 1955, spurring the beginning of the Civil Rights Movement
- The first fast-food restaurants opening across the country in the mid fifties
- The introduction of color TV in 1954
- Dwight D. Eisenhower taking the Presidential office in 1953
- Ronald Reagan (the future president of the United States) acting in a film called “Bedtime for Bonzo” in 1951

Do you think your grandparents ever would have predicted that the handsome young actor in “Bedtime for Bonzo” would one day become President of the United States? Do you think Rosa Parks knew that her brave act in 1955 would lead to a Supreme Court Decision outlawing racial segregation?

Probably not! But based on the excitement over color TV, they might have predicted that someday almost everyone in the United States would have at least one set in his or her home. And your parents might not be surprised that the conflicts they saw between the United States and Iraq in the eighties and nineties have carried over into the new century. Some things change quickly—such as advances in certain types of technology—but people’s beliefs change more slowly. It can take a long time to resolve differences between people in different nations.

What about you? Do you have any predictions for the future based on the things you see around you today? What will the world of your grandchildren be like? Who will be making the decisions that affect the world? What technology will people use each day? What advances will be made in healthcare? What trends and fashions will people follow?

If you have some ideas about what the future may hold, you may enjoy planning a newscast for a day fifty years in the future. Your newscast can include your ideas about what the major news stories of the day will be, how leisure time will be spent, what new products and services will be advertised, and what new discoveries have changed the way people have lived. You will also want to think about how the news may be delivered. Will we still watch it on TV in the future? Or will the news reach us in other ways? To plan your newscast, you might want to follow these steps:

Step 1: Observe and analyze current newscasts on the evening news.
Step 2: Predict what the news will be and how news will be communicated to the public fifty years from now. For example, will we still have TV, newspapers and magazines, or will we receive our information in some new, futuristic way?

Step 3: Plan and develop the news segments and possible commercials.
Step 4: Coordinate the stories and commercials into a news program.
Step 5: Present your ideas by making a "storyboard" display of your news program.

These books may be useful to you during this project.

- **Eyewitness: Future,** by M. Tambini (Dorling Kindersley Publishing; 1st edition, 2000)
  ISBN: 078945890X.
  This fun, illustrated book provides predictions about future trends and technology.

- **Are You Ready? The Best and Worst Predictions of the New Millennium,** by Dan Cohen (Simon Pulse; Reissue edition, 1998)
  ISBN: 0671025872.
  This book provides predictions for the future of technology based on the knowledge of present technology.

Step 1: Analyze

To observe and analyze present-day news broadcasts, watch several local or national news programs. As you research, identify the types of news stories you see, the way that each is presented, and the main idea of each segment or article. Also notice what types of products the show advertises. Is the content different depending on which show you are watching? Does time of day make a difference?

Study the News Broadcast Analysis Sheet that follows. Then prepare a similar sheet for each broadcast you monitor. You can use the format shown, or use your own format if you have an idea that works better for you.

News Broadcast Analysis Sheet		
Type of News	Presented By	Main Idea
Lead story—International	Introduced by anchor, details by on-scene reporter/film clip	Meeting between U.S. leaders and United Nations delegates
National	Anchor/map in background	Investigation of Washington official
National	Special reporter	Cars that get better gas mileage
Transition	Anchor	"Weather up next."
Commercial	Older man and woman with grandchildren	Life insurance
Commercial	Reality TV star	Cellular phone service
Weather	Meteorologist, satellite photos	Local and national forecast

When you watch a newscast and fill in your own News Broadcast Analysis Sheet, you will have to identify each type of news item. You can use labels from the following list:

- ✓ International
- ✓ National
- ✓ Local
- ✓ Transition (discussion between one news segment and another or between a news segment and a commercial)
- ✓ Weather
- ✓ Leisure (entertainment review)
- ✓ Human interest (a story that is not particularly important, but is interesting, such as coverage of a snowboarding exposition)
- ✓ Commentary (the opinion of a reporter or the station management)
- ✓ Commercial

In the column headed “Presented By,” write who presented the news and what other methods they used to communicate information. Supplementary methods might include video clips, maps, satellite pictures, interviews, etc. In the “Main Idea” column, write a short phrase that will help you recall what the story was about.

Step 2: Predict

Now you are ready to predict how the public will receive news fifty years from now, and what the news will be. The format of news today has changed from what it was years ago, and will almost certainly continue to change. For example, weather forecasts today are more detailed than they used to be and are featured more prominently, with many stations employing meteorologists who make forecasts. This is due in part to the improvement of forecasting technology.

The content of news stories has also changed over the years, although some basic themes are repeated over and over. For example, stories about natural disasters, disputes between countries, and about politicians running for office have always been in the news. The facts, names, faces and issues may change, but some types of stories have remained much the same.

Before you decide what stories will be carried on your newscast of the future, think about the organization of the newscast itself. How will it be different from the newscasts you analyzed? The questions on the following page might help you to start brainstorming about this.

Questions About Organization

- What types of news do you think will be important to Americans fifty years from now? Will international, national or local news get the most airtime?

- Will Americans still want detailed sports, weather and entertainment news?
- Will the news anchors and reporters still present news while sitting behind a desk? Can you envision a new way that the news might be presented?
- Will commercials still break up the newscasts? Will there be more or less commercial time?

Once you have decided what changes may occur in the way news is broadcast, you are ready to predict what some of the news topics of the future might be. These predictions (http://www.cio.com/CIO/122099_kids.html) made by kids like you in 1999 might prompt your imagination. Have any of the predictions made by these kids come true?

When you're ready to make your own predictions, look back at your News Broadcast Analysis Sheets, particularly the "Main Idea" column. What types of news stories do you think will be broadcast fifty years from now? Write your ideas down in a notebook. Here are some suggestions:

News Topics

- International news: Tentative peace talks between nations
- National news: Transportation
- National news: Education
- ?
- ?

What ideas did you have? Write each general idea at the top of its own sheet of paper. The brainstorm specific future news stories that might fit into each of those categories, as in the example that follows:

National news: Transportation

1. Cars retired to museums as “sport-military” vehicles increase in popularity
2. Elevated monorail “up” and running
3. City youth cut walk times with motorized skates
4. ?
5. ?
6. ?

Remember, when you brainstorm you should write down lots of ideas. Get them all down on paper, even if some of your ideas seem silly! An idea that seems impossible may turn out to be one of your favorites, or it may trigger an idea you like better. As you examine your list, see if any of your ideas can be joined, or if you can elaborate on some of them. Give yourself plenty of time to think of many ideas and ideas that are unusual. Once you have finished with one topic, move onto another on a fresh sheet of paper.

Now you’re ready to select the ideas you want to develop. If you think that international news will be the most important category in fifty years, you may want to develop three or four of your ideas from that category. If you think that leisure reporting will be expanded, you may want more reports from that category.

At the top of each list, write down the number of ideas you want to select from that list. Then go through each list and choose the most interesting ideas to develop.

Step 3: Plan and Write

Your next step is to plan and write the news segments and possible commercials for your newscast. The first sentence of a news story usually tells what happened. The

rest of the story tells *who, where, why* and *how*. This website has some good tips for writing news stories (http://www.media-awareness.ca/english/resources/special_initiatives/toolkit_resources/tipsheets/writing_news_story.cfm). If you're in a hurry, you can scroll down to the **Structure for Your Article** segment of the website for the basic information about news writing. For more information about news writing, check your local or school library for the following book.

- **How to Write a News Article (Speak Out, Write on)**, by M. Kronenwetter (Franklin Watts, 1996)
  ISBN: 0531157865.
  This book discusses basic aspects of news journalism, including how to pick a story, where to find information, and journalistic ethics.

In addition to news stories, you may want to develop commercials for your newscast. Think about how the products and services advertised today may change in fifty years. What new products might be available? What will be popular? Home plastic surgery kits? Therapy for your dog? Nutrition pills that take the place of meals? Use your imagination to create interesting products for your commercials.

You will also want to consider the methods manufacturers may use to sell their products. How will advertisers convince people to buy what they are selling? Will they use movie and sports stars? Will they stress the time or money people can save if they buy the product?

When you have chosen a product or service and a way of advertising it, write an outline of your commercial and draw a sketch or create a computer graphic of the product. Use your imagination to come up with slogans, jingles and so on to make the commercial lively and convincing. Also show or tell how the commercial will be presented.

Step 4: Coordinate

To show the order in which you present your news stories and commercials, make and fill in a sheet similar to the News Broadcast Analysis Sheets you used earlier in the project. You can use the headings on the sample table that follows or create a different table to better suit your needs.

Future Newscast			
Segment placement	**Type of news or segment**	**Presented by**	**Main idea**
First (top story)	International	Anchor and special reporter	World peace talks underway in Aruba
Second	Transition	Anchor	Weather next
Third	Commercial	Man in suit	Luxury car

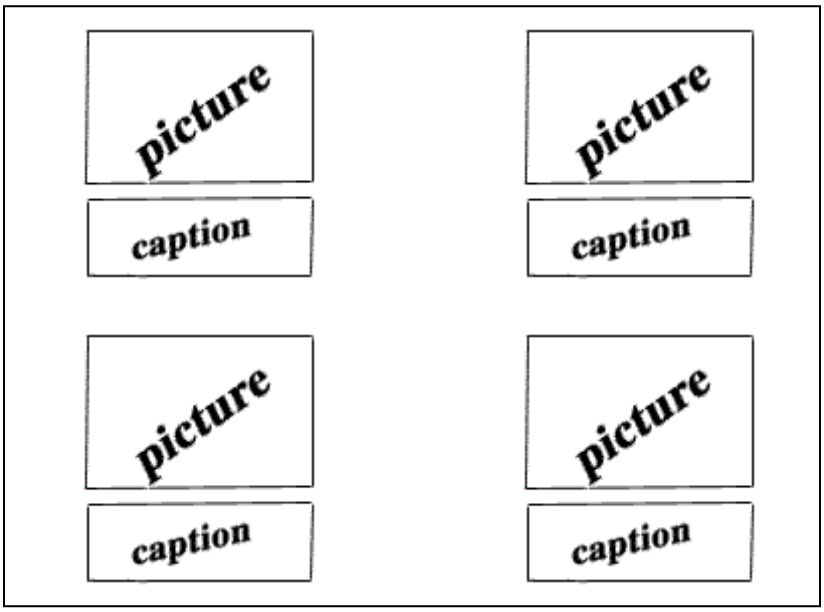
To plan the order in which you will present your news stories and commercials, you may want to look back at your News Broadcast Analysis Sheets. Decide whether the order of future newscasts will be similar to the order today, or whether there will be changes. Take a minute to write down why you think the order would be the same or different.

Step 5: Present

Now you are ready to present your ideas by making a storyboard display. To get a better idea of how storyboards work, you can check out this cool storyboarding activity (http://kidsvid.hprtec.org/storyboard.html) online. For this activity, type the name of each story or segment in your future newscast in the "Description" box you find when you enter the site. Then choose the setting, people, lighting, and other important details

of each section. At the end, you can print out your digital storyboard using the link in the lower right corner of the screen.

You could also use this storyboard template (http://www2.hawaii.edu/~ricky/etec/sboardtemplate.html) to plan your newscast. It has lots of detailed information about the important elements of a storyboard. A simple version of a storyboard template is provided for you on the following page. This template is probably too small to use effectively for this project, but it shows the general set up of storyboards. This should give you an idea of how you can create your own storyboard from scratch. For example, you can create pictures and captions on nice paper and then glue them in the proper order to poster board. You can also use any other materials that you think may be effective.



These books may be useful to you too. Ask your school or local librarian to help you find them, or check your local bookstore for copies:

- **Storyboards: Motion in Art, Second Edition**, by M. Simon (Focal Press; 2 edition, 2000)
  ISBN: 0240803744
  This book describes the preparation and presentation of storyboards for live action, commercials, animation, and special effects.

- **Storyboarding 101: A Crash Course in Professional Storyboarding,** by J. Fraioli (Michael Wiese Productions, 2000)
  ISBN: 0941188256
  This cool book provides clear information about the process of storyboarding and how the business works.

Once you're ready to lay out your storyboard, refer to the Future Newscast chart from Step 4. For each story, you will have a square or a series of squares on your storyboard to give key information about who is telling the story, what is being said and what camera angles you might use if you plan to videotape your newscast. Starting with your first news story, create a square with the following:

- ☑ An image that represents how the story will be told. If you imagine a news anchor reporting a story you might draw or create a computerized picture of the anchor sitting at the desk. If the anchor then turns the story over to a reporter on the scene, your next square might show the onsite reporter standing in the rain with a microphone.
- ☑ The text of what your anchor, reporter or weather person will say. Under your picture, write out the text of your story.
- ☑ Information about actions and materials used for presenting information. For example, your anchor might use a video clip to illustrate a story. If so, you would want to note when the video will be introduced and the content of the clip.

- ☑ Information about camera angles, e.g., close-ups, and lighting. If you decide to perform and videotape your broadcast, writing down these details will help you to plan.

If your story is presented by more than one person, or requires use of materials for illustration, you might want to make a square for each section of the story. If your story is relatively short and straightforward, one square might be enough for the whole story. Try to start or end each row of stories with a commercial. Put the sketches of pictures, maps, film clips or advertised products next to the stories they accompany.

Do you need to write any transitions to help the anchors move from one subject to another? If you do, outline the transitions and insert a square and text for each one in the appropriate places on your storyboard. Outline and insert opening and closing squares as well.

When you are satisfied with the contents and arrangement of your storyboard materials, it is time to find a way to display them. Ask your teacher if you may use a class or school bulletin board. If that isn't possible, mount your display on large sheets of poster board or cardboard. You can get nice big sheets of cardboard from appliance boxes. Add a title to your display.

Show your display to students and other interested people at school and explain what you have done. If your display is portable, you may be able to show it in the school or public library, or take it to clubs or civic groups. When you take it somewhere, be prepared to explain it and to answer questions about your ideas.

You might also want to practice delivering your stories and then present them as in a real newscast. This may involve asking other students to play the roles of on-scene

reporters, commercial actors, etc. If you have access to a video recorder you could tape your broadcast. Your school may own some equipment that you could borrow under your teacher's supervision.

For more information about videotaping, look for books in the school or public library. The following book is a good guide:

- **Home Video Production: Getting the Most from Your Video Equipment,** by J. Bishop. (McGraw-Hill, 1985).
  ISBN: 007005472X.
  This book guides the reader through videotaping techniques such as setting up a shot, selecting camera angles, and editing and dubbing.

Congratulations! You have created a newscast of the future! Be sure to save some of the material about your ideas. Then you can check back in fifty years to see how accurate your predictions were. Just remember, predictions are best guesses. We rarely know what the future may hold. But there is one thing that's for certain: Your future is wide open! Have fun making the best of it!

If you enjoyed this project, you might have fun with these great ThinkQuest activities:

- **Balance—Beyond Survival Learning from the Past to Plan for the Future**
  (http://www.thinkquest.org/library/site_sum.html?lib_id=3175&team_id=J001483)
  This challenging ThinkQuest teaches you about current and future cities, and how you can help plan and build them.

- **Technology....Now and Later**
  http://www.thinkquest.org/library/site_sum.html?lib_id=4660&team_id=J0112600
  This ThinkQuest lets you explore new technology and see what's shaping the future in the fields of education, entertainment, transportation, communication and science.

- **The Electric Car: A Glimpse Into The Future**
  (http://www.thinkquest.org/library/site_sum.html?lib_id=660&team_id=20463)
  This ThinkQuest teaches about the present and future of electric cars and then allows you to build your own—either online or in your own backyard.

You also might want to check out cool careers that would allow you to use skills similar to the ones you used for this project. Here are just few examples:

- *Futurist*: If you enjoyed making predictions, you might someday want to be a futurist! Futurists are people who try to predict trends in technology, lifestyle, medicine, etc., to help companies and other organizations make good decisions for the future. Check out this website (http://www.futuresearch.com/faq.php) if this is something that sounds interesting to you.

- *Journalist, reporter or researcher:* If you enjoyed writing and researching your news stories you could someday be a researcher or a reporter for a news show. This link (http://www.bls.gov/oco/ocos088.htm) will give your more information about news anchors, reporters and news correspondents. This site (http://www.fabjob.com/tips134.html) gives information about how to prepare for a career as a TV reporter. You might also want to check your local or school library for this book:

- **In the Newsroom**, by A. Koral & C. Glassman (Franklin Watts, 1989)
  ISBN: 053110463X
  This book describes what goes on in a newsroom by following a New York TV reporter through a typical day.

- *Art director or graphic designer:* If you enjoyed designing and laying out your story board, you might make a great art director or graphic designer. Art directors develop ideas for visual materials that appear in print and digital media, and oversee the selection of images and materials. You can find a brief job description for an art director here (http://stats.bls.gov/oco/ocos092.htm), as well as information about necessary training, potential work environment, and salary for art directors. A graphic designer could work under the direction of an art director, but they often work on their own as freelance artists too. Graphic designers create images digitally or by hand and combine them with text to communicate ideas in storyboards, magazines, newspapers and brochures. They may also design graphics for video games! This website (http://www.adigitaldreamer.com/) has tons of information about choosing a career as a graphic artist.
- *Director or actor:* If you liked overseeing the performance of your news stories and commercials, or presenting them before the camera yourself, you may have what it takes to have a career in the performing arts. This website (http://stats.bls.gov/oco/ocos093.htm) has information about careers in acting, producing and directing, as well as information about necessary training, potential work environment, and expected salaries for these positions.

Lords, Ladies, Nobles, & Knights:

Enter the Days of King Arthur

Lords, Ladies, Nobles, & Knights

Enter the Days of King Arthur

Have you ever pretended that you were a king or queen living in a beautiful castle in England? Are you thrilled by the idea of jousting tournaments and knightly quests? If so, then you are one of many people who find the idea of castle life fascinating. In fact, thousands of tourists travel to Europe **each y**ear to visit castles that were built hundreds of years before the Pilgrims came to America. Most people's images of castle life are from legends and fairy tales **from this** time period. If you're interested in reading some of these legends, a couple of good ones to try are:

- **The Once and Future King** by T.H. White (Ace Books: 1987). ISBN:0441627404.
  This is the magical epic of King Arthur and the shining city of Camelot; of Merlin and Owl and Guinevere; of beasts who talk and men who fly, of wizardry and war. Read the fantasy masterpiece by which all others are judged.

- **The Sword in the Stone** by T.H. White (Bantam Doubleday Dell Books for Young Readers: 1981).
  ISBN: 0440984459.
  This book recreates the education and training of young King Arthur, who was to become the greatest of Britain's legendary rulers.

One thing to remember, however, is that books like these are usually intriguing, but they do not necessarily depict accurate images of life in medieval times. Are you interested in learning what life was really like for people who lived in the **Middle Ages**, or **medieval period**? If so, put on your armor and mount your horse! Join our quest to discover the truth about castle life!

Prepare for Your Quest: Background Information

The Caste System:

The term **Middle Ages** and **medieval period** refer to an era in western Europe that lasted from approximately 500 A.D. until 1500 A.D. During this period, people's lives were largely determined by their position in the **caste system,** or in society. In a caste system people are born into one of several classes, ranging from lowest (the poorest people) to the highest class (people with power), and typically stay there for life. There is little or no opportunity for people to move up in society when there is a caste system. The most influential people in the Middle Ages were those who were a part of the ruling class called the **nobility. Kings**, **lords**, and **lesser nobles** comprised the noble class, although there was a ranking order in the noble class as well: kings were more powerful than lords, and lords were more influential than lesser nobles. **Knights** fell below lesser nobles in the caste system, and below knights was the class that made up the largest percentage of the population, the **peasant** class.

While a class system as clearly defined as this one may seem foreign to us, to people in the Middle Ages it made sense. In these times, people believed that kings

and queens were ordained by God, giving them the **divine right** to choose who to make lords, ladies, lesser nobles, and knights. You might think peasants believed this was an unfair system, but due to a belief called the **Great Chain of Being**, they accepted their position in society. The Great Chain of Being was the popular belief that everyone's position in life was chosen by God, and all positions in the caste system were equally important in the eyes of God. Peasants were aware that their job of cultivating food for the kingdom was a crucial part of how their society functioned. If it were not for them, no one would eat!

The Feudal System

One of the reasons nobles were so powerful was because they owned all the land. Land was a very valuable asset in the Middle Ages. So valuable, in fact, that land-hungry kings often invaded other kingdoms in the attempt to take more land for themselves. Because of this, everyone in medieval society needed protection from outside invaders. To ensure that their land was protected, kings developed what is known as the **feudal system**. In the feudal system, a king's most important nobles promised their service and loyalty to the king in exchange for a piece of the king's land, called a **fief**. Once the lords were given a fief, they became the ruler, or **overlord,** of that piece of the king's land. **Knights** were responsible for defending this land. As payment for their own piece of land within a fief, knights swore an oath of loyalty to their overlord and fought for the noble 40 days a year. As payment for the protection the lord offered them, peasants or **serfs** were required to work the land and pledge their loyalty to the lord. Serfs were allowed to keep very little of the food they grew; the rest went to the overlord and king. And there you have the feudal system!

Begin the Quest!

The Middle Ages seem very different from our times. Are you interested in learning more about life in the Middle Ages? If so, you can find information about the way medieval people lived and arrange that information so that other people will enjoy it, too. For instance, you can write a research paper about something in the Middle Ages that interests you; you could write a story or diary from the perspective of a medieval person; you could design and build a model of a real castle; or, you could design your own coat of arms.

One way to organize your quest for information is to write a list of questions about the subject. To complete this project, you may want to find the answers to some or all of the following questions. Be sure to ask questions of your own, as well!

- How did a boy become a knight?
- What skills did knights have to practice?
- What were castles like?
- What did the symbols on coats of arms mean?
- What is the code of chivalry?
- What were women's lives like in the Middle Ages? How did their role change with their position in the caste system?
- What is courtly love? Who was Eleanor of Aquitaine?
- What religion was prevalent in the medieval era? How did people practice their religion?
- Did the feudal system last throughout the Middle Ages? Why or why not?
- What was the Black Death?
- What were the Crusades? Who was Joan of Arc?

Gather Your Supplies: Find Information

Books about the Middle Ages are wonderful resources to help you find the answers to your questions. You may choose to begin your project with a trip to the school or local library. Start by looking in the card catalog or library database for subjects such as **Middle Ages**, **medieval**, **castles**, **knights**, **feudalism**, **heraldry**, and **chivalry**. A few good books to look for are listed on the next page.

- **A Medieval Castle (Inside Story),** by Fiona MacDonald and Marc Bergin (Bedrick: 1992).
  ISBN: 0-8722-6258-8
  Step inside a medieval castle and discover what it was like to live and work inside its walls. Beautiful illustrations and well-researched information provide a look at all aspects of castle life. You will see the craftsmen and builders at work, witness a great dinner in the main hall, learn about the life of the lord and lady, learn how a page became a knight, and more.

- **Castle,** by Christopher Gravett (DK Publishing, Inc: 2004).
  ISBN: 0-7566-0660-8
  Learn about the exciting world of the medieval castle, from the dramatic methods used to defend and attack castles to what life was really like for the people who lived in them. See a giant crossbow on wheels. Find out why round towers were better than square ones. Discover what was on the menu at a typical banquet, and more.

- **Castle,** by David Macaulay (Houghton Mifflin Company: 1983).
  ISBN**:** 0-3953-2920-5
  Text and detailed drawings follow the planning and construction of a "typical" castle and its associated town in thirteenth-century Wales.

- **Castle: See Inside the World of a Medieval Castle,** by Struan Reid and Nigel Bradley, eds. (Barnes and Noble Books, 1996).
  ISBN: 0-7607-0214-4
  Look inside a castle and learn about these amazing architectural works of the medieval world. See how they were built, what protective features were incorporated into them, and how the community inside them survived sieges that could last years. From America and Europe to Japan, castles and their histories continue to fascinate us.

- **Castles and Knights,** by Victoria Salley and Andrea Ferraro (Prestel Publishing: 2001).
  ISBN: 3-7913-2576-0
  Images of castles and castle ruins immediately call to mind knights in armor, colorful tournaments, jousting, boar hunting, and dark dungeons. But what was life in a mediaeval castle really like? This is an introduction to the world of the Middle Ages. It shows why people built castles, what a mediaeval castle looked like and how people defended their castles from attack. It also introduces us to the people who lived in castles, explaining how they lived, what went on in a mediaeval tournament or hunt, and what a person had to do to become a knight.

- **How Would You Survive in the Middle Ages?,** by Fiona MacDonald (Franklin Watts: 1997).
  ISBN: 0-5311-5306-1
  Lords and ladies, peasants and priest - how did they spend their days? What made them laugh and what did they fear? How did they build magnificent cathedrals while facing famine, war, and plague? Why did they go on pilgrimages or fight in the Crusades? Find out in this book just how you would survive in the Middle Ages.

- **Knight,** by Christopher Gravett and Geoff Dann (DK Publishing: 2004).
  ISBN: 0-7566-0695-0
  See a horse's armor, medieval siege engines, how armor is made, how a castle is attacked and defended, how a knight put on his armor and the weapons of a Japanese samurai. Learn the rules of jousts and tournaments, the language of heraldry, how the sections of a suit of armor were joined together, how a falconer trained his hawk and why the Crusades were important. Discover who treated the wounded on a medieval battlefield, how knights hunted for deer, the way the first guns worked and how a knight recruited his followers, and…more!

- **Knights & Castles,** by Avery Hart and Paul Mantell (Turtleback Books: 1998).
  ISBN: 0606224564
  Readers explore the feudal system, life as a peasant, medieval merrymaking, and more. Youngsters can compose ballads, put on a medieval feast, and design a castle. Thought provoking questions establish a relationship between life in the past and life today: Who writes history? Is the "simple" lifestyle in medieval Europe better than today? How and why have table manners evolved?

The Medieval World Series:

- **Life in a Castle,** by Kay Eastwood (Crabtree Publishing Co.: 2003).
  ISBN: 0-7787-1375-X
  Describes different kinds of castles, their purposes, how they were built, and what it was like to live in a castle, looking particularly at the roles played by women and children.

- **The Life of a Knight,** by Kay Eastwood (Crabtree Publishing Co.: 2004).
  ISBN: 0-7787-1342-3
  This book describes the duties and privileges of a medieval knight in warfare and in service to a lord, and explores aspects of daily life such as clothing, apprenticeship, heraldry, and obedience to the chivalric code.

- **Medieval Warfare,** by Tara Steele and Kay Eastwood (Crabtree Publishing Co.: 2004).
  ISBN: 0-7787-1376-8
  Warfare was a way of life in the Middle Ages, as kings, nobles and knights fought for land and power. This book describes war and the feudal system in Medieval Europe. Here you can also learn about ***Daimyo,*** *a social system similar to feudalism that existed in Japan during the same historical period.*

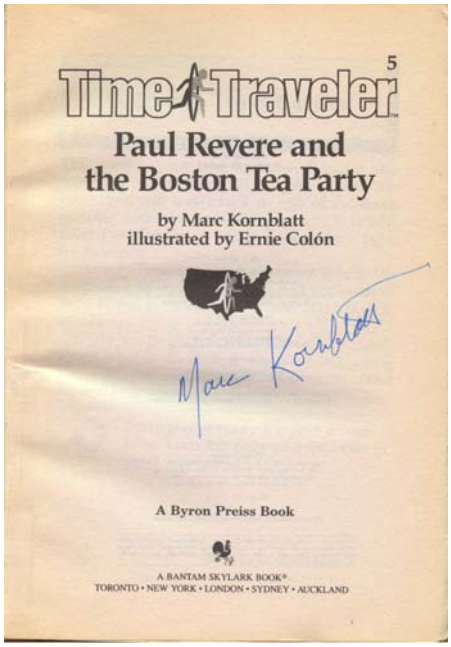
- **Places of Worship in the Middle Ages,** by Kay Eastwood (Crabtree Publishing Co.: 2003).
  ISBN: 0-7787-1347-4
  Describes Christianity, Judaism, and Islam and their impact on the people of medieval Europe. Shows how people built buildings of worship and details the religions' ceremonies.

- **Medieval Society,** by Kay Eastwood (Crabtree Publishing Co.: 2003).
  ISBN: 0-7787-1377-6
  Describes daily life in Europe during the Middle Ages, looking at the social hierarchy of the feudal system, through which kings and lords became rich while peasants remained poor.

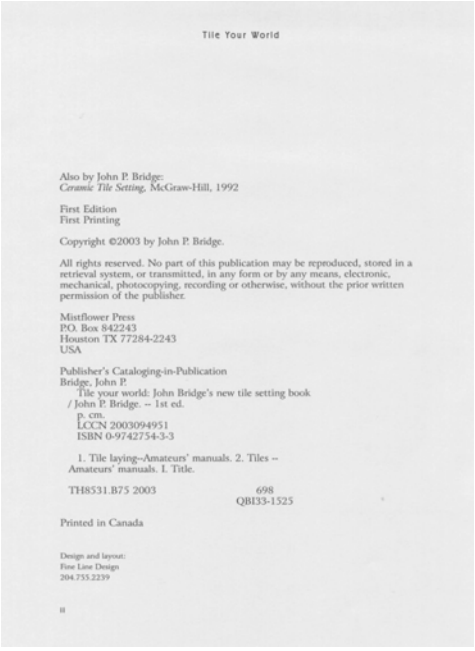
- **Women and Girls in the Middle Ages,** by Kay Eastwood (Crabtree Publishing Co.: 2003).
  ISBN: 0-7787-1378-4
  Describes the roles and duties of women and girls of all social classes during the Middle Ages, looking at such areas as medieval dress and beauty, women's rights, and women of power in Europe and other lands.

When you find a book that you think will help you answer your questions, check the table of contents and the index to see if the information you want is listed. You will probably need to use at least three or four books.

It is important that you keep track of where your information comes from so you can use quotations or refer to it later. You can do this more easily if you write down some facts about each book before you read it. The facts you need are listed on the **title page** and on the **copyright page**, which is on the back of the title page. The title page is usually the first page in the book and has the title of the book and the author's name.



Title Page



Copyright Page

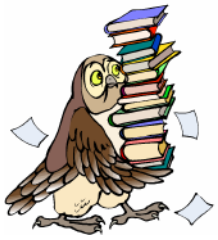
Here are facts you should write down about each book and the order in which you should write them:

1. Author's name (last name first)
2. Title (always underline it or italicize it on the computer)
3. City where published
4. Publisher
5. Date of publication (the latest date given)

Here is an example of what you would write about the book *Castle:*

Macaulay, David. Castle. Boston: Houghton Mifflin Company, 1983.

Another great place to look for information to help you answer your questions is the Internet. Much as you searched the card catalog or library database, you can use keywords to search for websites that will help you. Again, type words such as **Middle Ages**, **medieval**, **castles**, **knights**, **feudalism**, **heraldry**, and **chivalry** into an Internet search engine, such as www.yahooligans.com or www.ajkids.com to help you find good sites to explore. Here are a few interesting sites to check out:



- **People of the Middle Ages**
  http://www.byu.edu/ipt/projects/middleages/LifeTimes/People.html
  Learn about the roles of each person in medieval society.

- **Middle Ages**
  www.learner.org/exhibits/middleages
  What was it really like to live in the Middle Ages? Explore feudal life, including religion, homes, clothing, health, arts & entertainment, and town life. Try your hand at medieval medicine and more!

- **The Feudal Order**
  www.learner.org/resources/series58.html?pop=yes&vodid=105409&pid=824#jump1
  Watch videos on your computer about the feudal order, the Middle Ages, etc.

- **Dominion & Domination of the Gentle Sex: The lives of Medieval Women**
  http://library.thinkquest.org/12834/index.html?tqskip1=1
  "The day-to-day lives of medieval women of all classes and callings..." Developed by students as a "Think Quest" project. Excellent site on all aspects of women's lives.

- **Women in World History: Heroines**
  http://www.womeninworldhistory.com/heroine.html
  Biographies of female heroes and rulers. Not all these woman lived in the Middle Ages, so be sure to check if they lived between 500 A.D. and 1500 A.D.

- **Joan of Arc**
  http://archive.joan-of-arc.org/
  Joan of Arc biographies, trial information, and translations of documents concerning Saint Joan's life.

- **Kids' Castle**
  http://kotn.ntu.ac.uk/castle/castl_fm.html
  Explore the nooks and crannies of a castle; learn what each part of a castle was used for; write a diary entry of what it might have been like to live in a castle; cook a medieval meal; design a coat of arms; listen to medieval music; and more.

- **Castles at National Geographic**
  www.nationalgeographic.com/features/97/castles/enter.html
  Go on a virtual tour of a British castle from the 1300s!

- **Life in the Middle Ages**
  www.kyrene.k12.az.us/schools/Brisas/sunda/ma/mahome.htm
  4th & 5th graders in Arizona made this webpage. "Join us as we step back in time to the days of imposing castles, high on the bluffs, knights in armor defending the kingdom, and noblemen ruling over the serfs. This was life in the Middle Ages."

- **Robin Hood**
  http://www.robinhood.ltd.uk/robinhood/index.html
  Was Robin Hood a real person? Find out for yourself!

When you use an Internet resource for information, be sure to write down the website address so that you can give the person who made the webpage credit.

The books you read and the websites you've searched are your sources. List them on a separate sheet of paper. This list is called a bibliography, so write **Bibliography** at the top of the page. When your project is finished, you can copy your bibliography over and put it in alphabetical order by the authors' names. Here is an example of a professional bibliography:

BIBLIOGRAPHY

1. Macaulay, David. Castle. Boston:
   Houghton Mifflin Company, 1983.

2. Salley, Victoria and Andrea Ferraro.
   Castles and Knights. Prestel Publishing, 2001). \

3. Women in World History: Heroines.
   2004. Women in World History Project. 29 Nov.2004
   http://www.womeninworldhistory.com/heroine.html

If you have any questions about how to complete your bibliography, this website may help you:

- **Easybib**
  http://www.easybib.com/
  This site allows you to enter the type of resource you used (such as website or book), information about the resource (such as author or title), and it then creates the proper bibliographic format for that resource.

Taking Notes

As you read to find information, you will need to take notes. Notes help you remember information you find in your sources. Notes are much more helpful if they are organized so you can use them easily. One way to organize your notes is to start with a list of questions you want to answer. From the list of questions you made, choose those that you think will be the most interesting to answer. Write each question at the top of a piece of notebook paper or an index card. As you read and find information to answer each question, write it down on the corresponding card or sheet of paper.

At the top of your paper or card, be sure to write the name of the book or website where you found the information. You may find information for the same question in more than one place. If you do, use a separate piece of paper or card for each one so you know which bit of information came from which book.

Castle by David Macaulay

What was the purpose of the inner curtain and outer curtain?

1. The inner curtain of the castle…
2. The outer curtain of the castle…

Notes don't have to be long. They don't even have to be complete sentences. The best notes are just words and phrases that help you remember what you read. Your notes may contain the following:

- Summaries of main ideas and important details
- Lists of important facts
- Sketches of illustrations (for example, a sketch of a suit of armor or a castle, with the important parts labeled)
- Ideas of your own that your research triggers (if you include one of these on an index card or sheet of paper, make sure to note that it is your idea!)

When you take notes, write the facts and information in your own words. Copy sentences or paragraphs word-for-word only when you want to use or quote the author's exact words. If you do quote the author, write down the number of the page or pages where you found the information. You don't have to worry about writing the page number down from websites! However, when you quote from a book or a website, you have to give the author or Webmaster credit, so be sure you have the right facts in your bibliography.

When you have finished all your research and found answers to all your questions, look over your notes and bibliography. Ask yourself: Are they complete? Do they make sense? If they do, then it is time to put them in an interesting, organized form to share.

Sharing Your Information by Making a Booklet

If you are going to make a booklet to share your information, first decide who will read the booklet. If you're writing your booklet for someone younger than you, you will probably want to use a different type of language than if you are writing it for people your own age.

Next, look over your notes and decide the order in which you want to tell what you have learned. A good way to start writing your booklet is to make an outline of it first. If you decided to create a booklet about knights, this is what part of your outline might look like.

I. What is a knight?
   A. Who could become a knight?
   B. What was the pathway to becoming a knight?
   C. What was the daily life of a knight like?
   D. How was the life of a knight different from the way it's portrayed in movies and fictional books?
   E. What were some interesting facts about knights you found in your research?

You can use the above form for each of the topics you want to cover in your booklet if you like.

When you have completed your outline, you're ready to begin making a rough draft of your booklet! Write your information in complete sentences, and put your sentences into paragraphs. Read what you have written and ask yourself: Does it make sense? Should some of the sentences or paragraphs be in a different order?

Read over your work several times to make sure it makes sense and says what you want it to say. Edit your writing so that it will be clear to your readers. You may want to ask a friend to proofread your booklet for you. The following Proofreading Checklist will help you and your peer editors make corrections.

Proofreading Checklist

Ask yourself these questions:

- ❑ 1. Did I spell all the words correctly?
- ❑ 2. Did I indent each paragraph?
- ❑ 3. Did I write each sentence as a complete thought?
- ❑ 4. Do I have any run-on sentences?
- ❑ 5. Did I begin each sentence with a capital letter?
- ❑ 6. Did I use capital letters correctly in other places?
- ❑ 7. Did I end each sentence with the correct punctuation mark?
- ❑ 8. Did I use commas, apostrophes, and other punctuation correctly?

Decide on a Format

Now you are almost ready to put together your booklet. First, though, you have some planning to do. You have to decide on the format of your booklet–how will you put the materials together. Think about these questions:

- Do you want to divide your booklet into chapters?
- Do you want to include pictures?

Look at some books to see how they are organized. There is a **title page**, which includes the title, the author's name, the name of the illustrator if the book has pictures,

the city where the book was published, and the name of the publisher. One the back of the title page is the **copyright page**, which includes the date the book was published.

Sometimes there is a page with a **dedication**, which tells who the author wrote the book for. There may also be a **Forward** or a **Preface**, which are beginning sections that tell something about the rest of the book. There is usually a **Table of Contents**, which lists the chapters, and sometimes a **list of the illustrations.** In the back of the book there may be a **bibliography** and an **index.** You may include as many of these parts of a book as you wish to include in your own booklet.

Pictures and diagrams make a book more interesting to read, especially if they are in color. How can you include pictures in your booklet? You can draw and color your own, trace pictures from books, include photographs, cut pictures out of magazines, or print pictures from your computer. Be sure to ask permission from your teacher or parent if you choose to cut up magazines or print pictures from your computer. If you sketch or trace a picture from a book, be sure to tell the source. You may be able to think of other ways to include pictures. Use your imagination to make your booklet unique and interesting to read. Make it colorful. Make it distinctly your own. You can write your booklet by hand or type it on a computer. Do it neatly and check for errors.

Bind Your Booklet

Now it is time to pull your booklet all together. You have a title, a format, the contents, and your alphabetized bibliography. You have checked everything to make sure your booklet is correct and neat and colorful. It is time to bind it. You can bind your book in several ways:

- Use a three-ring binder
- Use a photograph album with plastic sheets on the pages
- Staple it together
- Bring it to an office supply store to have it bound
- Punch 2-4 holes on the left side of the pages and bind it together with ribbon.

You might have other ideas for putting your booklet together. There are many choices. Since it is your book, you can choose whatever way you like!

Share Your Booklet

Congratulations! You have created an interesting and useful resource about the Middle Ages. Perhaps you can make photocopies of your booklet for your home and for your school or classroom library. Your booklet might make a nice gift for a special person. Your local historical or medieval society may be interested in reading your booklet as well! Maybe you can think of other ways to share your booklet.

Sharing What You Have Learned in Other Ways

Make a Model Castle

Perhaps you don't want to make a booklet to share your information. That's okay, there are other ways to help people learn about the Middle Ages! For example, if you have learned about castles, you can make a model of a castle. Before you start building, look over your notes to see what your model should include. Make a drawing

to serve as a plan. Make your castle as authentic and historically accurate as possible!

This website may help you:

- **Castle Builder**
  http://score.rims.k12.ca.us/activity/castle-builder/
  "You are a Medieval Castle Builder living in Wales in the year 1076. You are hired by the Norman Baron William de Clare to build him a fantastic castle in Aberystwyth, Wales…" This site houses a great activity that will help you get started building your own castle!

This book may also be useful:

- **Model Making,** by Martha Sutherland (W.W. Norton & Co.: 1999).
  ISBN: 0-3937-3042- 5
  Using available materials such as paper, illustration board, foam core, and balsa wood, students can construct scale models of their dream house, community park ideas, or set designs. Easy-to-follow instructions help young architects, artists, and engineers transfer paper renderings into 3-D models in order to study design or present ideas to an audience.

  Think about the building materials you will use. Here are some ideas:

- Plastic bricks
- Sugar cubes
- Clay
- Wooden sticks
- Cardboard
- Papier-mâché
- Anything else you can think of!

You may also want to try using a combination of materials. Have fun building your castle. When you have finished, label the parts to show what they were used for. Use your library notes to write a brief description or history of castles. Display your castle in your classroom, library, or school display case.

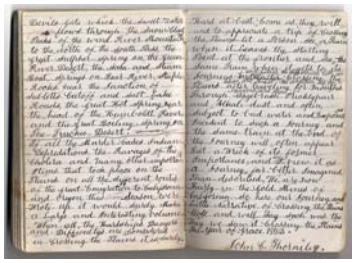
Design Your Own Coat of Arms

You may have learned about coats of arms in your research on castles. If you want to design your own coat of arms, here are some ideas to help you get started.

Look over your notes to be sure you have learned what all the parts of a coat of arms mean – the colors, pictures, and patterns. Then think about how things in your life that you want others to know about. Maybe you love nature, like to swim or play soccer or dance. Maybe you have another interesting hobby?

Decide on symbols that represent things that are important to you. Make sketches to help you decide how best to place your symbols. Decide what colors you want to use.

Once you have planned your coat of arms, draw and color it. If you make a big one, you can hang it up like a poster. You can use small copies on cards and letters. Use your library notes to write an explanation of how knights used their coats of arms and what different colors and pictures symbolized. Then write an explanation to tell what each part of your own coat of arms means. When you display your coat of arms, include what you have written so that everyone will understand the use and meaning of a coat of arms.



Write the Diary of a Medieval Person

Now that you understand the feudal and caste systems, perhaps you're interested in the daily lives of people in the Middle Ages. You may have researched what it was like to be a queen, lord, or female serf. Keeping in mind all that you have learned about the Great Chain of Being and place in society, write 4-6 diary entries from the perspective of a medieval person.

Before you begin writing, you must decide whose perspective you will be writing about. You may choose to write from the perspective of a fictional serf, an actual king, or a character from a book you've read that takes place in the Middle Ages. How will your organize your diary entries? Will your character live through actual historical events and interact with real historical figures? If so, use your research notes to make sure that your entries are accurate.

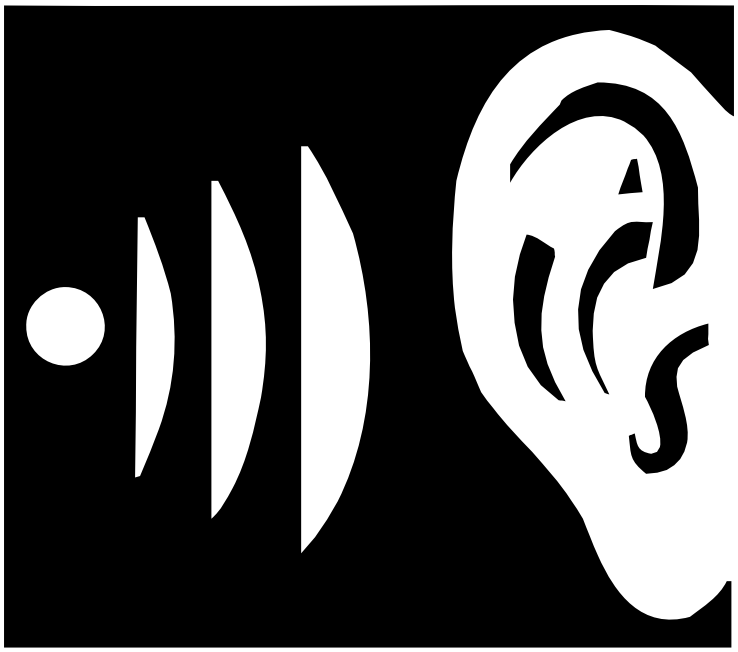
In your first diary entry, you may want to introduce the person from whose perspective you are writing. Let the reader know what year it is and where they live, as these are crucial factors in what their lives were like. Remember, you cannot write about the past from a modern perspective. Put yourself in your character's shoes when you are writing your diary to make sure that your viewpoints are historically accurate. The diary should not be about what you think of the caste system, but how your medieval character viewed his or her life.

Choose how you would like to present your diary. Will you handwrite your entries or will you type them? Will you make the pages look aged? Use your imagination to make your diary as authentic as possible! Perhaps you can share your diary with your classmates or display it in your local or school library! The choice is yours!

Congratulations! You have become a medieval historian! Did you enjoy your quest? Perhaps you would like to continue your quest, or maybe you'd like to learn about another era in history. There are always new and exciting people, places, things and events to explore about history! Keep up the great historical research!

Now Hear This!

Conduct an Experiment About the Effect of Noise



Noise has always been, and probably always will be, a part of life. Noise provides valuable information about our surroundings—information that at times may be important to survival. For example, prehistoric people may have depended on animal sounds, running water, thunder, and other natural noises to tell them what was happening in their environments. A rushing stream might attract thirsty travelers. An angry animal roar was probably a good sign to stay away!

What about today? Have you ever thought about the noise you encounter as you go about your daily business? We certainly live in a noisy world! Here are just a few examples of some noisemakers in our modern environment:

- Cars, trucks and busses
- Planes and helicopters
- Home and cellular phones
- Stereos, personal CD players, and MP3 players
- Department store and mall soundtracks
- Police and ambulance sirens
- Crying babies
- Barking dogs
- Construction
- Conversation in school, at home, in the store and on public transportation

Can you think of any others?

Do we, like our ancestors, use these noises to make decisions? Of course! For example, at the sound of an approaching truck, you might ride your bike a little closer to the side of the road. And when you hear a barking dog, you might change your course to avoid a confrontation.

So, we know noise serves a valuable purpose as a source of information, but have you ever wondered about other effects of noise? Have you ever felt energized and engaged by upbeat music? Have you ever been distracted from what you were doing by too much noise? Are you curious about the effect of noise on other people? If so, you can conduct an experiment to find out how sounds affect people's ability to perform a task. Then you can share the information with other interested people.

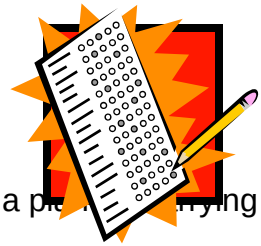
Creating a Hypothesis and Planning the Experiment

When scientists conduct research, they begin by making a prediction about what will happen during their experiment. This prediction is called a "**hypothesis**." In this experiment, you will determine how well students can solve problems in a silent environment, listening to classical music, or while listening to louder music, such as rock, salsa or rap. What hypothesis or hypotheses will you formulate for this experiment?

When do you think most students will be able to do their best work? Do you think they will excel when they're listening to loud lively music? Or will they prefer the soothing sounds of classical music? Maybe you believe that silence is best for concentration. After you have given the matter some thought, take a minute to write down your predictions about the best and worst level of noise for doing work. You can create your own statements or just finish the sentences below:

- ➔ *Hypothesis # 1: I think students will do their best work while listening to…*
- ➔ *Hypothesis #2: I think students will be the least successful when listening to…*

Now that you know your purpose and your hypotheses, you need a general plan for carrying out your experiment. For this project, you may want to have one or more groups of students work on math problems under each of the three noise conditions you have established: listening to energetic music, listening to classical music, and working in silence. Ask your teacher if the students in your class may act as your research subjects by participating in your experiment. Your teacher can also help you arrange a time and place for your experiment. If you want to try the experiment with students in other classes, you will have to speak to their teachers too.



Choosing Test Materials

Now that you have a hypothesis (or multiple hypotheses), and a pl[illegible]rrying out your experiment, you must choose materials for your test. For this experiment, you need to select two materials: math problems and music that you like.

Math Problems

Think about how many problems you will need and what kind they should be. A set of thirty to forty-five problems that ask students to multiply or divide long numbers might be appropriate. Here are some examples:

4685
x 245

2547/163 =

You can make up the problems yourself or find the problems and answers in a textbook. If you make them up yourself, be sure to solve them, too, so you have a correct answer key. You will probably want to check your answers with a calculator or

have a teacher or another adult review your answers—not because you can't do the problems or because you are careless, but because even adults sometimes make silly mistakes when doing math problems!

Once you have created your math problems, you should divide them into three sets: One for students to work in silence, one for students to work while listening to classical music, and one for students to work while listening to energetic music. Make sure each set has the same number of problems, and try to make sure the sets are equally difficult. This way, the results will depend on what students are listening to—not how easy or hard the test is.

Put each set of problems on a separate sheet of paper. Print "Rock Music," "Classical Music," or "Silence" on the top of the sheets so you can identify them. You may need to ask your teacher for permission to make enough copies of the problem sheets. Also, you may need to make different sets of problems if you try the experiment with different grades. Class teachers may be able to suggest appropriate material.

Music

Next you need to choose the music you will play during your experiment. You need about fifteen minutes of rock, salsa, or rap music and fifteen minutes of classical music. The music can be on CDs, tapes or records, depending on what equipment you will be able to use. You can use your own CDs or tapes, or borrow from someone else. If you don't have the music you need at home, you can ask your school music department or your local librarian if they can loan you music for your experiments. They may even have some good suggestions for which music to select. Be sure to thank them for their help and offer to share your results.

Arranging the Experiment

Your next task is to set up at least three testing sections with different groups of students. To do this, you will need the cooperation of your teacher and possibly other teachers as well. Clearly explain the purpose of your investigation. Make sure the teacher or teachers understand that you will need about half an hour for each group you plan to test and that you will use energetic music, classical music, and silence in your testing.

Each of your testing groups should be made up of about ten to fifteen students, all from the same grade. Try to get nearly equal numbers of students in each of your groups, and offer to report back to each group with the results of your investigation.

Make a schedule of the testing times and double check the schedule with any teacher whose students are involved. Be sure to get permission from your own teacher if you need to be out of class to conduct a test.

Conducting the Experiment

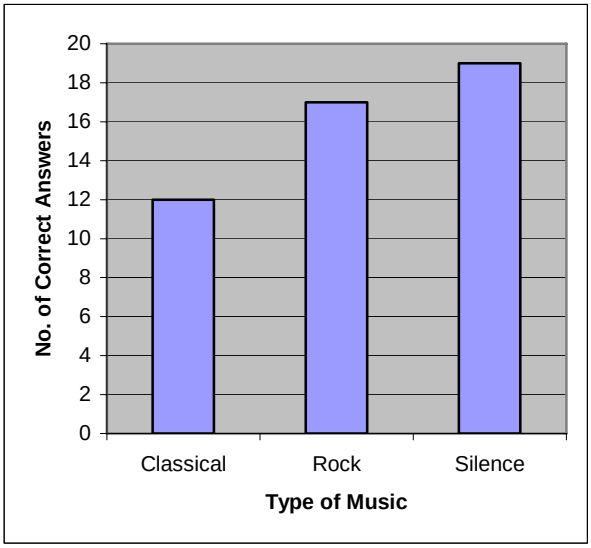
When you have a group of students ready to take the test, give them a brief explanation of your experiment. Tell them <u>not</u> to put their names on their papers. When everyone is ready, pass out the problem sets labeled “Classical Music,” and turn on your classical music. After ten to fifteen minutes, when everyone is finished, collect the papers. Then follow the same procedure with the problem set for your rock, salsa or rap music and for the problem set to be done in silence. At the end of the test section, thank everyone for cooperating and tell them that you will let them know the results. Try

to make sure that you play your energetic music and your classical music at about the same volume for each group.

Analyzing Your Results

After you have collected and scored all the papers, you will be able to calculate an **average**, or mean, score for each group under the different noise conditions. You may even want to compute the median (the number halfway between the highest and lowest scores) and the mode (the scores that occur most frequently) for each group. Check a math book or ask your math teacher if you don't know how to figure out the mean, median or mode.

When you have completed your calculations, make one or more graphs of your research findings. Graphs can help you understand and analyze your data, or information. The following example of a bar graph may give you one idea of how to show your results. You can draw a bar graph by hand on graph paper or regular paper, or ask your classroom or computer teacher about creating a graph using computer software. You may think of other ways to display your findings as well, or look for ideas in math books.



Comparing the scores of three groups of students under all three listening conditions should allow you to draw some tentative conclusions about how students perform while listening to different types of music and working in silence. What do your results show? Does the sound in a room make any difference to how well students can work?

Reporting Your Results

Once you have analyzed the data from your experiment and drawn some conclusions, you will want to share your experiment with other interested people. Here are some components of your research that you should report:

- Your hypotheses
- A description of your materials (your math problems and music)
- An explanation of your methods (who participated in your experiment and how you conducted it)

- Your findings (data)
- Graph or other visual aids
- A conclusion section

But with whom should you share your project? First, of course, you will want to share your results with the students who took part in the experiment and the teachers who helped you arrange it. Then consider others who might benefit from learning about the results of your study. For example you may want to share your results with other students in your school and their parents.

How will you present your results? One option is to write an article for your school or local newspaper, or for your parent teacher association (PTA) newsletter. You can also make a display of your results. Professional researchers and scientists often share their findings in poster sessions. This website provides some information on how to create a scientific display board:

☞ The Ultimate Science Fair Resource: Display Boards
(http://www.scifair.org/articles/reports/display.shtml)
You can find some information here about the content and structure of scientific posters.

Once your poster is completed, you can ask your teacher to display it in your classroom. Your principal may even be interested in placing it somewhere where the whole school can benefit from your work!

Another option is to submit your poster or project to a school or state science fair, or to another type of contest. The link below provides information about how to prepare for a science fair.

- Science Fair Help
  (http://homeschooling.gomilpitas.com/explore/sciencefair.htm)
  This website offers pointers on how to pick a project, present information, and plan your time for science fair entries.

Here are some links to science contests that might interest you:

- Christopher Columbus Awards
  (http://www.christophercolumbusawards.com/guides/student/start.htm)
  This website has a contest that allows students to conduct experiments and research of interest to their communities.

- Discovery Channel Young Scientist Challenge
  (http://school.discovery.com/sciencefaircentral/dysc/)
  This cool science contest is designed for kids in grades five through eight.

- The National American Indian Science and Engineering Fair (NAISEF)
  (http://www.aises.org/events/naisef/)
  This is a special science fair for Native American students in grades five through twelve.

This website provides a list of international, national, state and regional science fairs:

- The World Wide Web Virtual Library: Science Fairs (http://physics.usc.edu/~gould/ScienceFairs/)
  Tons of links to science fairs all over the world. Many of these have special requirements for entering, so make sure to read all the guidelines before planning a project.

Conducting Further Research

Congratulations! You have completed a useful and interesting science project! Would you like to learn more about the effects of noise on living things? If so, you can do more research. For example, you can plan an experiment to find out if plants grow better in silence or when music is played. Does the kind of music played around plants affect them differently? If so, how? How would you go about finding answers to these questions?

You may find suggestions for other experiments with noise in science books in the school or public library. Or you may want to research a topic unrelated to noise. Here are some links to websites that provide experiments for kids:

- Energy Quest Science Projects (http://www.energyquest.ca.gov/projects/)
  This site offers links to energy-related science projects.

☺ Science Made Simple
(http://www.sciencemadesimple.com/)
You can find a variety of science projects and answers to your science questions on this website.

Here are some books that can give you ideas for science experiments:

- ✓ **Science Experiments You Can Eat: Revised Edition**
  by V. Cobb & D. Cain. (Harper Trophy; 1984)
  ISBN: 0064460029
  This book offers fun and tasty science experiments for kids.

- ✓ **The Everything Kids' Science Experiments Book: Boil Ice, Float Water, Measure Gravity-Challenge the World Around You! (Everything Kids Series)**
  by T. Robinson (Adams Media Corporation, 2001)
  ISBN: 1580625576
  Dozens of kid-tested experiments using household items.

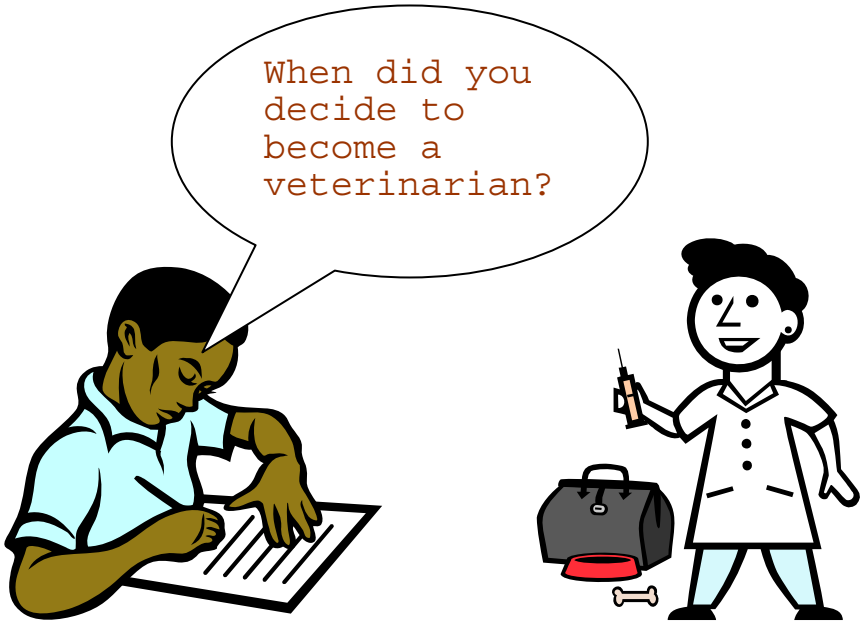
- ✓ **700 Science Experiments for Everyone,** by Scientific and Cultural Organization. United Nations Educational (Doubleday Books for Young Readers; Rev&Enlrg edition, 1964)
  ISBN: 0385052758
  This book provides straightforward science projects about the world around us, using commonly available materials.

- ✓ **Physics Projects for Young Scientists,** by R. Adams & P. Goodwin (Franklin Watts; Revised edition, 2000)
  ISBN: 0531164616
  This book offers physics experiments with simple lists of materials and explanations of the scientific properties at work.

Remember, the first step on the road to a successful science project is to pick a topic that interests you. What do you wonder about? What would you like to know? There are so many questions waiting to be asked! Don't you want to start right away?

Oh, the People You'll Meet!

How to Write a Biography



Oh, The People You'll Meet

How to Write a Biography

Many people accomplish interesting feats in their lives. Some gain fame for the things they achieve, and we get to learn about them because biographers have written about their lives. However, many people in the world have done extraordinary things that are never written about. Individuals who appear to be quite ordinary may actually have led lives filled with courage, achievement, and determination. In fact, you may know several people who have done interesting things and you don't even know it yet!

The process of researching and writing about another person's life is called **biographical writing** (http://teacher.scholastic.com/writewit/biograph/). The time someone spends learning about another person's life is referred to as **biographical research**. If you become interested in learning about another person's life, you will need to learn about the tools of biographical research and the ways to write about another person's life. You can introduce the world to the remarkable things someone has accomplished by becoming that interesting individual's biographer!

Getting Started

Biographies enable you to study other people's lives and to examine your own goals and lifelong dreams. As a first step in learning about biographical research, you can read some biographies of famous people or of individuals who have achieved important goals in their lives. You may want to read a biography about someone who works or worked in an area you like. For example, if you are interested in science, you may want to read a biography about George Washington Carver, Thomas Edison, or Marie Curie. If you are interested in literature, you may want to read a biography about Charles Dickens, Jane Austen, or Emily Dickinson. If you are interested in history or the arts, you may want to look for biographies of individuals of accomplishment in these areas, such as Queen Elizabeth, Rosa Parks, or Vincent Van Gogh. You may want to read a biography of someone who has lived in the twentieth century, at the time of the Revolutionary War or the Civil War, or in another period in history that you like to read about. You may be able to locate biographies in your school library, your local library, or your own home. A good book to look for is:

- **Discovering Great Artists** by MaryAnn F. Kohl and Kim Solga (Bright Ring Publishing, 1996).
  ISBN: 0-935607-0909.
  Learn about art from the Masters! Short biographies of famous artists such as Lorenzo Ghiberti, Mary Cassatt, Salvadore Dali, and Carl Van Allsburg introduce each activity, encouraging students to learn about the contributions these artists have made while exploring the artist's particular style.

Another option is to use the Internet to search for a biography of a person you are interested in. A few good sites to try are:

- **Biographies for kids: FAMOUS LEADERS for Young Readers**
  http://www.gardenofpraise.com/leaders.htm
  This site provides easy to read biographies of famous leaders.

- **Lives**
  http://amillionlives.com/
  Links to thousands of biographies, autobiographies, memoirs, diaries, letters, narratives, oral histories and more.

- **National Women's History Project**
  http://www.nwhp.org
  This website offers opportunities for thorough research on topics in women's history. Available information includes coverage of a full array of female historical figures, an illustrated quiz about notable women, and many links to other relevant sites.

- **The Faces of Science: African Americans in the Sciences**
  http://www.princeton.edu/~mcbrown/display/faces.html
  This site provides profiles of African American men and women who have contributed to the advancement of science and engineering.

As you are searching for biographies to read, remember that there is a difference between biography and historical fiction. Biography tells about the lives of real people, while historical fiction tells about the lives of fictional characters who interact with historical figures and historical events. For example, **Johnny Tremain** is a work of historical fiction about a fictional teen-ager who lived in Boston in the years preceding the Revolutionary War. This book is not a biography because Johnny did not actually live; he is the creation of Esther Forbes, the author. On the other hand, a description of the life of Paul Revere is a *biography* because he was a real person who actually lived and played a role in the Revolutionary War. Can you think of another real person who

lived in Boston in the years before the Revolutionary War? Check with your librarian to make sure the books you select are *biographies.*

Understanding Biographies:

Begin this project by reading five or more brief biographies. Do you remember the places you can look to find biographies other people have written? You can ask permission to go to the school library, you can ask your parents to take you to the local library, or you could use some of the Internet sites listed on the page before this one. Make your choices among biographies about people who did different types of work and people who lived in different periods of history.

At the end of this project you will find a Biographical Data Sheet. As you read the biographies you have chosen to explore, think about the questions on the sheet. After you finish each biography, complete one copy of the Biographical Data Sheet to help you analyze the person's life and accomplishments.

You may want to see if you can persuade a friend or family member to read a biography or two while you are reading yours. Then you can discuss the questions on the Biographical Data Sheet to see how the person your friend or relative is reading about is different from or similar to the people you are reading about.

Compare the lives of the people you have read about in the biographies. You may begin to see common characteristics among individuals who have accomplished great deeds in their lives. These individuals may have lived in different times, come from different races (black, white, Hispanic, etc.) and cultures, and from different occupations, yet they may have shared common background experiences, personality traits, interests, or goals. For example, Benjamin Franklin and George Washington

Carver may not seem to have much in common: Franklin was a white man from Pennsylvania who died 75 years before Carver, a former slave from Missouri, was even born. However, both of these men shared a passion for education and inventing. Comparisons like these can help you to understand the person you are writing about better and can add interest to the biographies as you write.

Planning a Biography

Now that you have read some biographies and identified some common characteristics, you may be ready to start planning a biography about someone who has accomplished something that you find interesting. You may choose to write about a person who lives in your community, town, or state, or you may decide to write a biography about a well-known person, past or present, about whom a biography has not yet been written. You may even want to write a biography about a member of your family who has been involved in a special project or who has lived through something you think is exciting! For example, you may have a grandfather who was a prisoner of war during World War II or an aunt who was involved in the movement to ratify the Equal Rights Amendment. After you have decided on the subject for your biography, you should carefully plan the way you will organize the project.

You may find it helpful to begin this project by identifying the research skills you will need to use. The skills may include the following:

- Interviewing people
- Taking notes
- Locating and using information sources other than encyclopedias
- Organizing information

Can you think of any other skills you might need that would help you do a good job of researching information?

Many "how-to" books and articles, available in your school, your local library, or on the Internet, will give you hints on doing historical research, taking notes, making outlines, and interviewing people. Two good ones you may be able to find are:

- **The Oral History Manual** by Barbara W. Sommer and Mary Kay Quinlan (Altamira Press, 2003).
  ISBN: 0-7591-0101-9
  Oral history is history that is told to you by a person who actually lived through the time you are studying. This book will help you to think like an oral historian. Here you will find step-by-step instructions, checklists, forms, planning documents, project descriptions and plenty of illustrations to help you turn your ideas into a successful oral history project.

- **Quick Writes** by Pamela Marx (GoodYear Books, 1999).
  ISBN: 0-6735-8643-X
  More than 60 short writing activities engage students in business writing, copy writing, biography, opinion, dramatic writing, free verse, rhymed poetry, and much more!

If you would like to read some interviews conducted by other kids like you, look for:

- **Oh Freedom! Kids Talk About the Civil Rights Movement with the People Who Made it Happen** by Casey King and Linda Barrett Osborne (Knopf Books for Young Readers, 1997).
  ISBN: 0-6798-9005-X
  Fourth graders from Washington, D.C., conducted these interviews with their parents, grandparents, neighbors, and friends, to create an historical account of how ordinary people made a difference during the civil rights movement.

A good website to help you with your research is:

- **The History Toolkit**
  http://www.dohistory.org/on_your_own/toolkit/
  A collection of brief essays to help beginning historians with their own historical research.

When you believe you know how to tackle the job of doing research, you can begin to collect your information.

Interviews

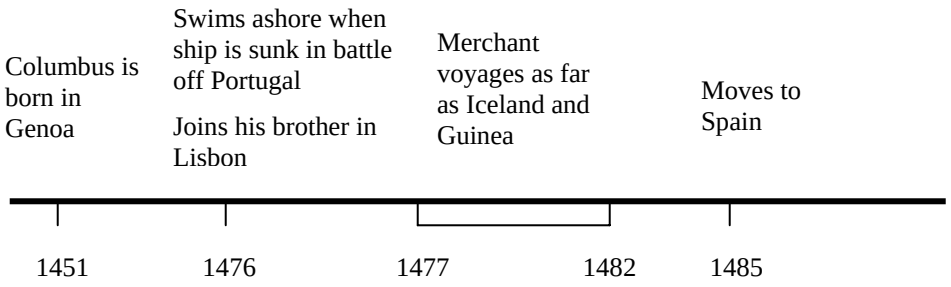
It may be easier to write a biography about a person who lives near you. Then you can interview the person and obtain firsthand information. Interviews are one of the ways people conduct research. If you cannot interview the interesting person, writing the biography may involve a different kind of work and research that may be more challenging. For your first biography, you may want to write about someone you can meet with and interview. This will help you learn the process of biographical research and will give you practice organizing collected information into a biographical form.

When you have decided who you would like to write a biography about, ask a parent or teacher to help you arrange a convenient time and place to meet with that person so you can conduct your interview. For safety's sake, bring an adult with you when you go to your interview. Be sure to take along a small notebook and pencils so you can record important facts. You may have to arrange a second interview after you begin to put your biography together if you realize that there are more questions you would like to ask your interesting person.

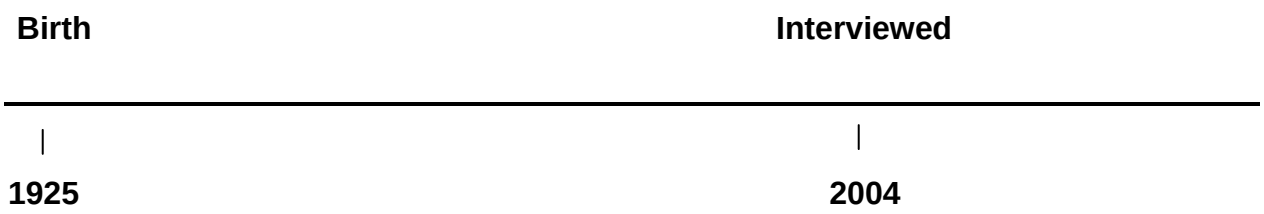
If a tape recorder is available and you have the permission of the person you are interviewing, recording the interview is often more accurate than handwritten notes.

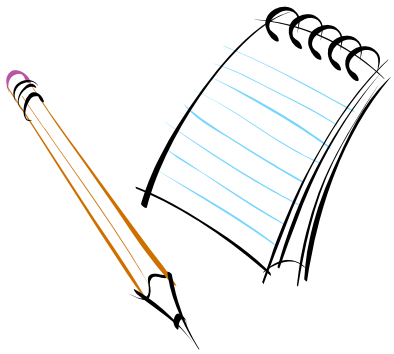
Biographical and Historical Timelines

Most biographies begin with the person's birth and proceed through the years of early childhood, school days, adulthood, and older years. One easy way to organize your information is by developing a timeline that details in chronological order the major happenings in the person's life in relation to major historical events. Here is an example of a simple timeline of Christopher Columbus.



As you research a person from the past or review information from your interviews of living people, you may also create a biographical and historical timeline for the subject of each biography. Do this by starting at the year of the person's birth at the left, and ending at the year of the person's death or the current year on the right. If one subject you choose for a biography was born in 1925 and you are writing the biography in 2004, you could begin the timeline as shown here.





You may want to use an extra wide sheet of paper for your timeline or turn a paper sideways. Use a pen or pencil of one color to record the major accomplishments of the person's life above the line. Then use another color to indicate the major historical events that occurred during the person's life. You can learn these events from your interviews or in a historical textbook. When you have added the major historical events of the time to your interesting person's timeline, try to answer these questions:

- Does it appear that historical events changed this person's life?
- Does it appear that this person changed history in any way?

When creating your timeline, you may find it helpful to use an Internet **timeline maker** (www.teach-nology.com/web_tools/materials/timelines/). This website allows you to include between six and nine important events on your timeline and generates a timeline for you. However, you may find that you need to include more detail on your timeline than this source allows you.

Outlines

After finishing the timeline that was the example on the previous page about the World War II prisoner of war, the writer developed the following outline for her biography of her neighbor:

Page 1

My Neighbor

I. Early Childhood
- A. When and where born
- B. Family
- C. Special Memories

II. Childhood
- A. School
- B. Hobbies
- C. Friends
- D. Special Memories

III. Teenage Years
- A. School
- B. Special Events

IV. World War II
- A. Duties & Responsibilities
- B. Capture &Imprisonment
- C. Release
- D. Aftermath

V. Postwar 1950s

Page 2

VI. Current Life
- A. Work
- B. Social Life
- C. Memories, highlights in life
- D. Future Plans

Use the above example as a model for your own outline. When writing your outline, you will need to change the headings (the subjects next to the Roman numerals) and entries depending upon the information you have collected and the order in which you plan to present it in your biography.

Writing the Biography

When you have finished your research, interviews, note taking, and matching up sections of the person's life with historical events or times, and have made an outline, it is time to begin putting the information together in a story form. Be careful to organize your information in a logical and sequential way.

When you have written your first draft, read it over and mark the changes you want to make. You can use the following checklist to help you find and correct errors.

Proofreading Checklist

Ask yourself these questions:

- 1. Did I spell all the words correctly?
- 2. Did I indent each paragraph?
- 3. Did I write each sentence as a complete thought?
- 4. Do I have any run-on sentences?
- 5. Did I begin each sentence with a capital letter?
- 6. Did I use capital letters correctly in other places?
- 7. Did I end each sentence with the correct punctuation mark?
- 8. Did I use commas, apostrophes, and other punctuation correctly?

You may want to ask the person you are writing about to check the biography for accuracy and to offer any further suggestions or important additions before you write or type your final copy.

Sharing the Biography

If you have selected someone of local historical interest for your biography, you may want to donate a copy of your biography to your local historical society. You may also want to donate a copy of your book to your school or local library. If you are in grade 5 or 6, you might want to enter your biography in a contest to win a scholarship! Visit **Biography's** website (**http://www.aetv.com/class/contests/by_2004_rules.html**) to find out more information.

Now that you have completed your first biography, you may want to consider writing another biography about someone else in whom you are interested. You may want to write about one of your parents or grandparents! Good luck with your writing!

BIOGRAPHICAL DATA SHEET

1. When did this person live?

---

2. Was this person's life influenced by historical events or the times in which he or she lived? For example, what impact would a world war have on a young person in college?

---

3. What special personality traits and characteristics did this individual have that might have made this person different from others?

---

4. Did this person encounter many roadblocks or failures in the pursuit of a goal?

---

5. Was there one special person, such as a parent, teacher, or friend, who helped this person become a success?

---

6. Was there an event, time, or circumstance that became a turning point in this person's life?

---

7. At what age did this person achieve great success?

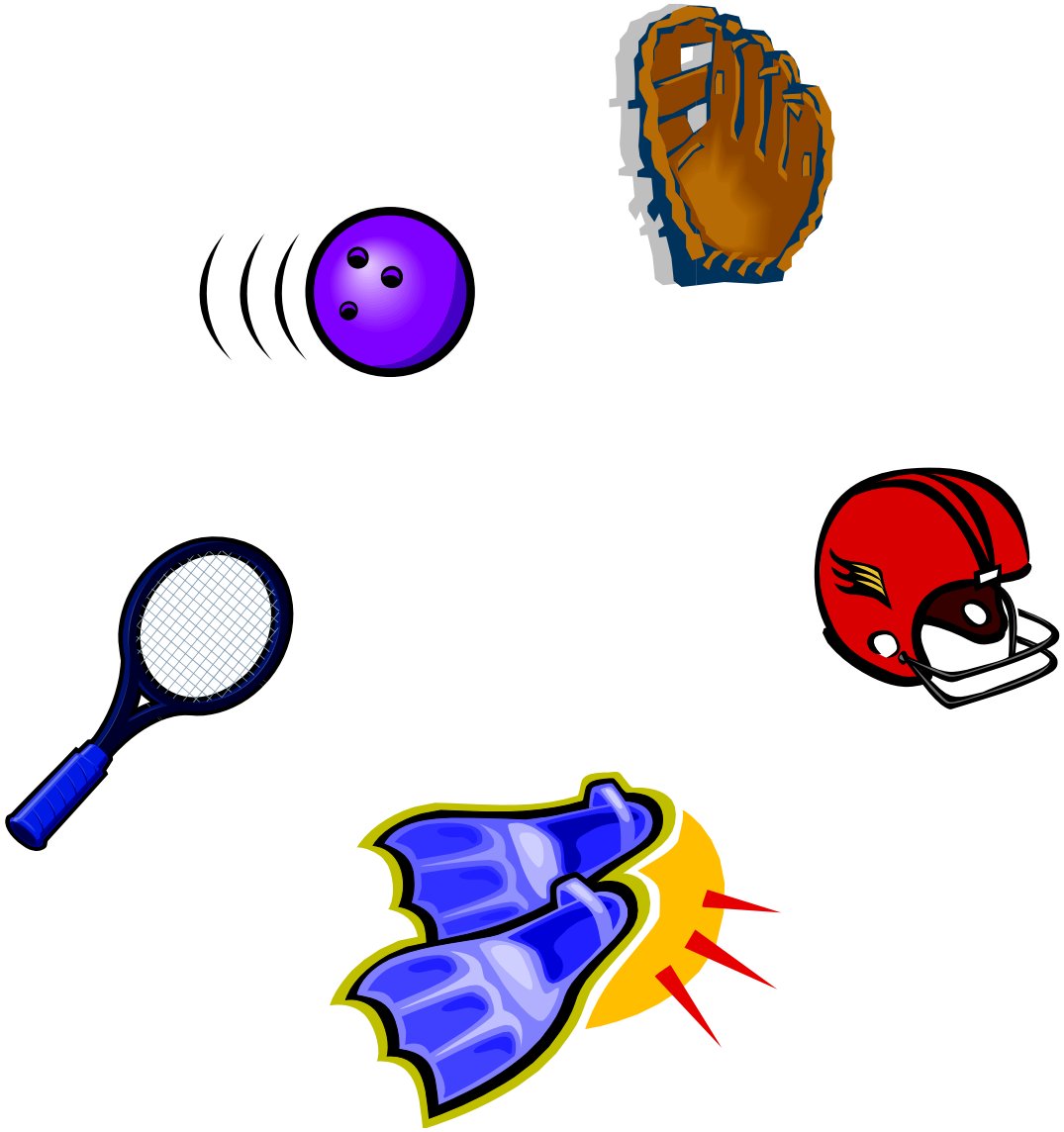
---

8. To what factors (hard work, perseverance, courage, luck) would you attribute this person's success?

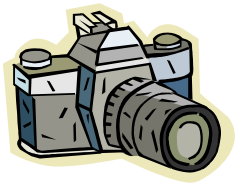
---

9. What characteristics does this person have in common with others you have read about?

A Picture Is Worth a Thousand Words: Create a Sports-Themed Photo Gallery



A Picture Is Worth a Thousand Words:
Create a Sport-Themed Photo Gallery




The world is filled with different types of athletes who compete in various sports. Most of these competitions occur when children between the ages of 5 and 18 years participate in town recreation leagues and school sports programs. The more talented athletes continue to play in college, and a very select few continue on to play a professional sport or compete in the Olympic Games.

Sports photographers spend their lives trying to capture on film an athlete's pinnacle, or career-defining moment. These picture "moments" are the ones that are replayed over and over again for viewers to remember. When Mary Lou Retton won the Olympic Gold in 1984 in Gymnastics, America rejoiced. Retton was the first American Gymnast to win a Gold Medal in the All-Around Competition and received national fan-fare. She accomplished this at the young age of sixteen despite persistent knee problems. Many Americans remember one moment in particular: Retton's dismount from the vault competition and the way she threw her hands in the air in victory. Photographs of this moment graced newspapers across the country, and the moment was replayed on televisions all over the world. The world also watched as she accepted her Gold Medal in the All-Around. Thanks in part to pictures and television, one of the greatest moments in female sports history will never be forgotten.

Does the name Bill Buckner sound familiar? If you're a baseball enthusiast, it should: Bill Buckner is remembered today for making one of the greatest errors in sports

history. Many Boston Red Sox fans can recall this moment, captured on film during the 1986 World Series, with grim accuracy. During this tense game, the Boston Red Sox were one strike away from winning their first World Series Championship since 1918. The game looked as if it was over and Boston would win. Unfortunately, the Red Sox lost the game in the 10th inning when a routine ground ball went through first baseman Bill Buckner's legs. As you can imagine, some Red Sox fans believe that there are moments in history that are better forgotten than remembered!

What do you think? Are you interested in seeing great moments in sports history—good and bad? If so, you can search for photos of important sports moments and create a gallery of the ones you believe are most significant or interesting. Try to locate about 25 different photos of people playing a variety of different sports in your gallery. Look for men and women, young and old, from all different backgrounds and cultural groups to show in your gallery. Then you can tour people through your gallery to tell them about each photo.

Getting started

Find a few pieces of lined paper, a folder and about 30 ruled index cards. Keep these materials together so you can find everything easily each time you sit down to work on your project.

Next you will begin researching your favorite moments in sports history. Listed below are several different primary resources you can use to find pictures and information. Begin reading and learning all you can. A great way to remember the stories you want to highlight in your gallery is to write down the athlete and the sporting event on a sheet of paper. Then write down a key word to remember where you found

the information. Use the “Notes” worksheet at the end of this lesson to record this data. Stop reading when you have about 30 different events you would like to research more closely.

These books can be used to start this task:

- **Sports Illustrated for Kids Year in Sports** (Rebound by Sagebrush, 2003)
  ISBN: 0439520274
  A year in sports right at your fingertips! This amazing almanac —created by the folks at Sports Illustrated magazine — details the season's sporting events from fall 2002 through summer 2003. Loaded with facts on 12 different sports along with a Summer Olympics Preview and a Sports Directory, the book brings together overviews of the season, season standings, team and player stats, timelines, game leaders, and much more.

- **Nike is a Goddess: The History of Women in Sports** edited by Lissa Smith (Atlantic Monthly Press, 1999)
  ISBN: 0871137615
  With the launching of women's professional leagues, the success of Olympic gold medal women's teams, and the focus on female athletes in news magazines, on TV, and in print ads, women's sports have exploded in popularity. Nike is a Goddess *tells the dramatic story of the rise in women's sports during the last century.*

- **The Baseball Encyclopedia** edited by Gary Gilette and Pete Palmer (Barnes & Noble, 2004)
  ISBN: 0760753490
  Based on a completely new database compiled by the award-winning statistical baseball analyst Pete Palmer and edited by respected baseball historian, commentator, and editor Gary Gillete, The Baseball Encyclopedia 2004 *is the most complete and accurate baseball database ever compiled.*

- **Promises to Keep: How Jackie Robinson Changed America** by Sharon Robinson (Scholastic, 2004)
  ISBN: 0439425921
  A biography of baseball legend Jackie Robinson, the first African American to play in the major leagues, as told by his daughter.

- **Sports Illustrated 50 Years: The Anniversary Book** (Sports Illustrated, 2004). ISBN: 1932273492
  Along with the stunning photography, which includes every one of the magazine's covers since its launch in 1954, this book is also be full of all-new facts and figures that will give readers an entertaining view of 50 years of American sports.

You can also use these websites to find information:

- **Sports Zone**
  http://www.kidzworld.com/site/the_zone.htm
  Learn about extreme sports, professional level play, players and sporting rules. This is a great place to learn about the history and vocabulary of many different games, and to test your skills by completing sports quizzes.

- **Sports Illustrated for Kids**
  http://www.sikids.com/fantasy/index.html
  One of the best sites for kids to learn about their professional sports heroes can be found at Sports Illustrated. There is even a radio station with live feeds about the most current sporting events.

- **Sports Zone**
  http://www.northvalley.net/kids/sports.shtml
  A comprehensive webpage to find the best non-fiction websites for common and uncommon sports.

- **Twenty-five Greatest Moments in Sports History**
  http://sports.espn.go.com/espn/espn25/story?page=espn/10
  This ESPN site is a great place to see history in action with tons of pictures and explanations of what was happening when each photo was taken.

Your next task is to review your list to be sure you have included a variety of sports and types of people. Think about replacing some of the stories that are similar to

each other with stories that are more unique and unusual. Narrow your list until you have between 20-25 sporting moments for your library.

Collecting the photographs will be your next activity. You have two options about how to do this. The first requires using a computer and some knowledge about downloading photographs from the Internet. The second option requires using books and a photocopier. If you decide to use the Internet, you can search for the perfect pictures and then click on them to copy them to the computer's memory, then paste it in a word processing document (like Microsoft Word) or into a digital photo program (like Print Artist). This is a good option because you can create the size picture you would like and even add a border to the picture before you print it. You might consider getting special photo quality paper for printing your pictures, as this will make your gallery look more professional.

The second option will require access to a photocopier. Use a paper clip or bookmark to mark each page you want copied and ask a teacher, parent or librarian if there is a color copier somewhere that you can use. If not, you can make a black and white photo gallery, but be aware that not all of your photographs will come out well without color. You may have to copy more than twenty-five to get enough good photos to use in your gallery. After the pictures are copied, place them carefully in a folder for safekeeping. You should label your folder in some way so people will know to be careful of the folder's contents.

Next, you can begin to write down the key information you want to remember on your note cards. Note cards should only have a few pieces of information written on them to prompt your memory. If too much information is written, or whole sentences are

written, you might end up reading the cards to your audience and this is a complete disaster! Only write down as much as you need to remember the moment in history, not more and not less. Try to use one index card per picture.

Final Preparations for the Gallery

People who display artwork often put a mat around their work to make it look attractive. You can also place a mat around your pictures by using colored paper as a background. Take each picture and select a color that would like nice behind the picture. Then use a ruler to mark out a small border of the colored paper around the outside of the picture, making sure your lines are straight. This is called a mat. Finish matting each picture to make your gallery look professional.

Think about the order that you can use to display your photos. You can order things from the best moment of victory to the worst moment of defeat. This ordering helps to build interest for the gallery viewers as they will be curious about what will come next in your presentation. You can also put your gallery in order by chronology, meaning you order the pictures by the date of the event, usually ending with the most current event. Finally, you might choose to organize your gallery by sports category, putting each sport in its own section. Spend some time thinking of all the possibilities before you decide on your favorite order. Sometimes this decision cannot be finalized until you have decided on the location of the photo gallery.

Have you thought about where to display your gallery? Think about several different options such as the town hall, your school lobby, your school or town library, or a sporting goods store. Once you decide on one of these venues or on one of your

own, you must contact the person in charge of displaying information to ask permission. You can ask permission by phone or in person. Either way, write down the name of the person who approves your display and the dates on which your display will be shown.

Now, you'll need to organize your note cards in the order that you plan to display the photos. Think about putting a number on the upper right corner of each note card to show the order. In case the cards fall and get disorganized, you'll have an easy way to reorganize the index cards quickly. Also, you might want to make a published copy of your note cards so people can learn about the pictures at times when you are not available to be at the venue.

Last, you have two options in the format of how you will present your gallery. You can tour small groups of two or three people through the gallery, or you might want to walk everyone through the gallery at the same time so that you only have to present your information once. Either way, it is your choice.

Now you are ready to invite some friends, owners of sporting shops, or sports fanatics to view your gallery display. Remember to dress your best on the day of your presentation so people will know you are serious about your project.

Some ideas to remember while discussing your gallery:

- Speak loudly enough for everyone to hear.
- Speak slowly enough for everyone to understand.
- Speak with variation so everyone will know what is important and what is less important.
- Ask the viewers if they have any questions.

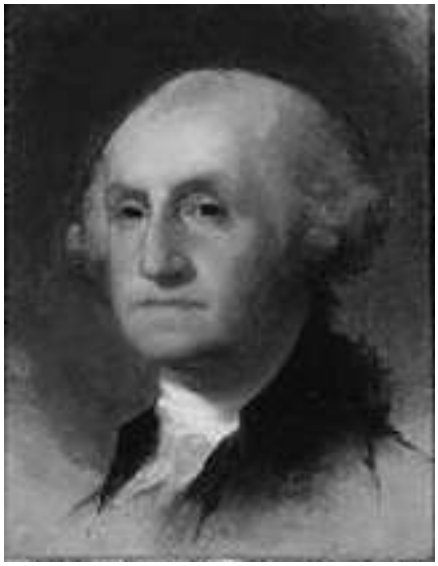
Good luck! When your presentation is over you might want to continue reading about sports trivia. Test what you know by playing some of the online quizzes below. They will help you gauge which sports trivia you already know and what you still need to learn.

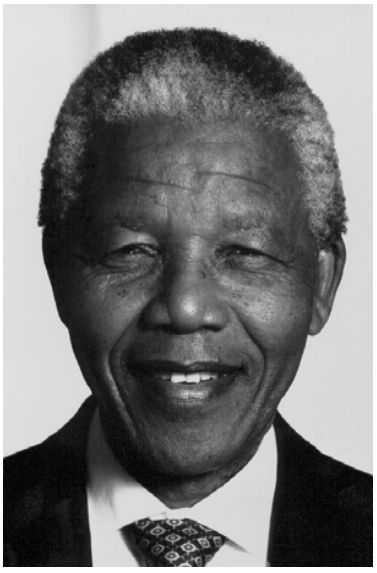
Contests:

- **Fantasy Sports**
  http://www.sikids.com/fantasy/index.html
  Draft your own sports team! Compete with other kids as you keep track of your player's personal accomplishments each week and your team earns points.
- **Online Sports Trivia**
  http://www.onlinesportstrivia.com/
  Try your hand at answering questions from five different sports categories. You can even choose your difficulty level.

Notes

Recreate a Famous Person





Recreate a Famous Person

Have you ever seen a **biographical** film or read a biography of a person that has been made into a film? Unlike fictional movies, biographical films are based on the lives of real people. Sometimes these movies are about the lives of people who lived a long time ago, and sometimes they tell the story of people who are still alive today. Have you seen some biographical films? An example would be *Braveheart*, a movie about the famous Scottish patriot, William Wallace. Or maybe you saw *The Aviator*, which was a biographical film about Howard Hughes—a famous billionaire, movie producer and aviator. To make biographical films such as *Braveheart* and *The Aviator* realistic, the actors research the person they are playing. Biographical actors do the best they can to "become" the figure they are recreating.

Does this sound interesting to you? Is there a famous person whose work intrigues you? Are you interested in learning more about a famous politician, actor, artist, writer or scientist? If so, you can research that person's life to create and star in your own one-person production of biographical movie or play!

Getting Started:

If you're uncertain of who you would like to recreate in your play, you may want to read a few short biographies about people who have achieved important goals. You may particularly enjoy reading a biography about someone who works or worked in a field that interests you. For example, if you like science, you may want to read a biography about Jacques Cousteau or Marie Curie. If you're interested in literature, you may want to read a biography about Langston Hughes or Jane Austen. If you're

interested in history or the arts, you may want to look for biographies of individuals of accomplishment in these areas, such as Martin Luther King, Jr., Eleanor of Aquitaine, or Vincent Van Gogh. You may want to read biographies of people who played critical roles in the Civil Rights Movement, the Revolutionary War, or another period historical importance that you would like to learn about. Look in your local or school library for the subject *biographies.* You're sure to find plenty! Some good books to look for are:

- **Discovering Great Artists** by MaryAnn F. Kohl and Kim Solga (Bright Ring Publishing, 1996).
  ISBN: 0-935607-0909
  Short biographies of famous artists such as Mary Cassatt and Carl Van Allsburg explain the contributions these artists have made.

- **Bulls Eye: A Photobiography of Annie Oakley** by S. Macy (National Geographic, 2001).
  ISBN: 0-7922-7008-8
  Annie Oakley traveled around the United States with Buffalo Bill Cody's Wild West show as a sharp shooter and horseback riding stuntwoman. This book tells her story through pictures and quotations from Oakley herself.

- **The Dinosaurs of Waterhouse Hawkins** by Barbara Kerley and Brian Selznick (Scholastic Inc., 2001).
  ISBN: 0-4391-1494-2
  In the mid-1800s, Waterhouse Hawkins introduced the world to what dinosaurs looked like by sculpting the first full-sized replicas ever created! You can read about his art and life in this fascinating book.

- **Girls Who Grew Up Great** by Gwendolyn Gray (Blue Mountain Arts Inc., 2003).
  ISBN: 0-8839-6752-9
  This book is full of short biographies the lives of women who have broken stereotypes and achieved their dreams! Read about women like Miranda Stuart, who dressed as a man so she could attend medical school and become England's first female doctor!

As you search for biographies about people of interest, remember that there is a difference between biography and historical fiction. Biography tells about the lives of real people, while historical fiction tells about the lives of fictional characters who interact with historical figures and historical events. For example, **Johnny Tremain** is a work of historical fiction about a fictional teen-ager who lived in Boston in the years preceding the Revolutionary War. This book is not a biography because Johnny did not actually exist; he is the creation of Esther Forbes, the author. On the other hand, a description of the life of Paul Revere is a **biography** because he was a real person who actually lived and played a role in the Revolutionary War. Can you think of another real person who lived in Boston in the years before the Revolutionary War? Check with your librarian to make sure the books you select are **biographies**.

Another option is to use the Internet to search for a biography of a person in whom you are interested. A few good sites to try are:

- **Biographies for kids: FAMOUS LEADERS for Young Readers**
  http://www.gardenofpraise.com/leaders.htm
  This site provides easy to read biographies of famous presidents, educators, scientists and more.

- **Lives**
  http://www.amillionlives.com/
  Links to thousands of biographies, autobiographies, memoirs, diaries, letters, narratives, oral histories and more.

- **National Women's History Project**
  http://www.nwhp.org
  This website offers opportunities for thorough research on topics in women's history. Available information includes coverage of a full array of female

historical figures, an illustrated quiz about notable women, and many links to other relevant sites.

- **The Faces of Science: African Americans in the Sciences**
  http://www.princeton.edu/~mcbrown/display/faces.html
  This site provides profiles of African American men and women who have contributed to the advancement of science and engineering.

By reading a few short biographies, it is likely that you will find more than one person whose life intrigues you. For this project, select just the person who most interests you – you can always research another person's life later!

Prepare Research Questions

Now that you've selected a person whose life you would like to recreate, take a moment to think about what you already know about this person's life and the questions you would like to answer with your research. For example, if you've chosen Martin Luther King, Jr. as the person to recreate, maybe you would like to answer questions such as these:

- Where was he born and how did he die?
- Why was he awarded the Nobel Peace Prize, and when did he win it?
- How did the Civil Rights Movement begin, and what was his role in it?
- Where did Dr. King's ideas about nonviolence come from, and how did he develop them?
- What role did his wife, Coretta Scott King, play?

Brainstorm as many additional questions about the person as you can. What is it about this person's life that made you choose to recreate it? Since this person's life

intrigues you, you will probably have many more questions you'd like to answer! Write the questions you would like to answer in your **research notebook.**

Biographical Research

Start your research by looking up the person you have chosen to investigate in an encyclopedia. Next, use the library and the Internet like you did before to find more books and websites about the person whose life you are recreating. As you do your research, not only will you find the answers to the questions you already had about the person you're recreating, but you will probably come up with more questions as well! When you find the answers to your questions, write them in your **research notebook.**

Organizing the Information

Begin to organize your information by making a brief chronology of the person's life. List the important events in the order in which they happened. Next, think about the categories of information you have – childhood, education, marriage, profession, and so on. Make one or more index cards for each category to note facts and events that you have discovered. Figuring out these categories will help you organize the information that you want to present in your one-person show.

As you discover information about the person in books and on the Internet, look for quotations by and about him or her. Speeches, poems, or letters written by the person are **primary sources** that may give you a deeper understanding of who this

person truly was. For example, if you have chosen Dr. King, his eloquent speeches are a great resource if you would like to analyze his viewpoint on racial inequality in the United States. What were some of his early statements about the lack of equality in our country? How was he able to convince so many people to adopt his belief in nonviolent protest? What did his parents say about him? What were some of his most famous speeches? A great place to find this type of resource is:

- **American Memory from the Library of Congress**
  http://memory.loc.gov
  This site has a collection of primary sources, letters, videos, speeches, etc., that have been important in American history.

When you find quotations that touch you or that seem especially significant, copy them down carefully. They will be an important part of your one-person show.

Putting Your Show Together

After you have researched and recorded all the milestones in your subject's life, you are ready to work on your show. One of the most effective ways to present the information is to act out some momentous times in the person's life. You can use your subject's words and even dress and walk like the person. You may be able to find photographs or videos in the library or on the **American Memory** site. Depending on who you have chosen to study, you may be able to use videos to study the person's speaking style, including characteristic gestures and speech rhythms.

Look over your information to decide which events you would like to dramatize, and then choose quotations that are appropriate for each event. Write a narration to weave the quotes together, or make notes to help you remember what you want to say.

Your narrations or notes should provide background information and set the scene for each quotation. Try to think of ways to move smoothly from each scene to the next. What else might you add to your show to make it especially unique and informative? For example, if you were doing a show on Dr. King, you might choose to learn the song "We Shall Overcome," which you could find in songbooks in the library or on the Internet, as a final touch. It is a moving song, but so simple that your audience would be able to sing along. Perhaps you know someone who plays an instrument well and who would provide accompaniment for the song. What an excellent way to end your show!

Your performance will have the greatest impact if you speak from memory, rather than reading from a script. It isn't necessary to memorize your narration word-for-word, but you should be so familiar with it that it flows easily. The quotations, of course, should be exact. The best way to memorize is to *practice.* Go over your narration or your notes and quotations several times, reading them out loud. Soon you will be able to recall what you want to say without looking at your notes.

Practice in front of a mirror so you can plan and see your gestures. Then practice in front of two or three friends or family members. Ask them for suggestions on ways to improve your performance. Remember, it is important that your audience can *hear* all of the wonderful information you're presenting, so practice speaking up. Think about the people in the back row. Speak all your words clearly. Keep in mind, however, that it is effective to change your voice level for emphasis. You can even shout or whisper when it is appropriate. If you know a student or adult with acting or directing experience, ask that person to demonstrate a "**stage whisper**."

Keep in mind, too, that you will hold the attention of your audience better if you make eye contact and if you move around. Plan your movements as you practice. You can stride across the stage with determination, take a step back in surprise, or rush forward in eagerness or indignation. Consider whether you want to have a chair so you can alternate sitting and standing. A chair could also represent a seat on a bus or a plane. Be creative with your presentation!

You will find it surprisingly effective to practice your performance the night before you give it. You'll wake up knowing it better and feeling more confident.

Finally, make a sign that tells the title of your show, and display the sign before your performance.

Performing Your Show

It is important to keep in mind that the first time you do your show will probably not be the best. Usually, everything jells by about the third performance, so try to give your show for several groups or classes.

When the performance is second nature to you, you may feel comfortable being filmed. Ask someone to videotape your show for you. Donate your videotape to your school library so other students will be able to see it for years to come!

Congratulations! You have become a biographer, playwright, and actor! If you enjoyed this experience, perhaps you would like to research another person whose life interests you. History is filled with intriguing people! Maybe you and your friends would like to develop a series of one-person plays about a particular group of people, such as

people involved in the Abolition movement or Westward Expansion! Then you can take your “History Shows” on the road, presenting them to your school and other schools, to clubs, or to civic groups in your area.

If you’re interested in studying acting or playwriting even further, you may want to consider attending a summer camp that will help you develop these skills. The following is a list of a few possible camps:

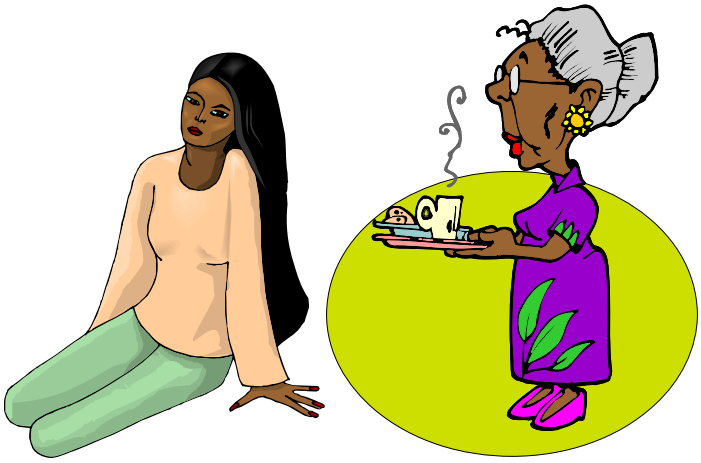
- Belvoir Terrace
  www.belvoirterrace.com
  An educational camp devoted to the fine and performing arts, Belvoir offers girls, grades three through eleven, an opportunity to develop creativity, and skills in theater and sports. Located in Massachusetts.

- Camp Ballibay
  www.ballibay.com
  Summer camp for boys and girls ages 6 through 16. Noncompetitive fine and performing arts activities include theatre, vocal and instrumental music, ballet, modern, jazz and tap dance, video, radio, photography and technical theater. Located in Pennsylvania.

- Camp Curtain Call
  www.campcurtaincall.com
  Combines traditional summer camp activities with specialized performing and visual arts programming. This is a co-educational program for children ages 10-17. It is located in Virginia.

- Columbia Gorge School of Theatre
  www.theatrecamp.com/
  The Columbia Gorge School of Theatre (CGST) is a summer theatre sleep-away camp for students ages 11 - 18 located in White Salmon, Washington. Each year, students from around the world go to CGST to study Acting, Music, Singing, Dance, Voice, TV/Film Acting, Theatre Potpourri, Body Awareness, and The Biz, do a show, and enjoy tons of outdoor activities on the 142 Acre Blue Moon Ranch!

TAKE A TRIP THROUGH TIME–
LEARN ABOUT AGING



Take a Trip Through Time

Learn About Aging

Aging is something that affects all people, but most people rarely think about getting older. For example, has it ever occurred to you that you have been aging since the second you were born? Of course you know that older people in your life, such as grandparents, relatives or neighbors, were once young like you. But would it surprise you to hear that most older people don't feel any different inside than they did when they were your age?

This may help you to think about what it might be like to be older. Imagine waking up one day in the body of an "elderly" person! What physical changes would you see? What would people think when they looked at you? Take a minute to write down some ideas you might have about older people on the notebook sheet below. Think about how older people are portrayed in movies, TV shows and magazines.

Ideas About Older People

1. Older people have “old fashioned” ideas.
2. Older people are forgetful.
3. Older people are sickly.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Are these ideas fair? Are all older people forgetful, sickly or old-fashioned? Probably not, right? Will you be forgetful, sickly and old-fashioned when you get older? Definitely not! These ideas are "**stereotypes**"— oversimplified ideas about a group of people that don't take into account individual differences.

Since aging is universal, and we may have false ideas about it, do you think it might be a good idea to learn more about it? If so, you could do some research. Use the "*Research Ideas*" worksheet at the end of the paper to make a list of any interesting questions you can think of about aging. You could also use one of the ideas below.

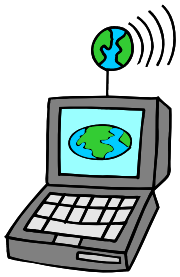
Research Ideas

- What physical changes occur when we age?
- What advances in gerontology (the science of aging) are helping people stay active as they age? Can you find examples of people who continue to live active lives into their sixties, seventies or eighties?
- What mental changes occur as we get older? What can we do to stay mentally "sharp" as we age? Can you find examples of people who have continued to learn and contribute to society as they have aged?
- What is the difference between "lifespan" and "life-expectancy?" Find some examples of people who have lived to a very old age. Can you see any similarities in how they have lived their lives? What about differences?
- What are some lifestyle changes that come with age? How do families, living situations and activities change as we get older? What are some positive changes? What are some difficult lifestyle changes we face with age?

Once you choose the topics that interest you, you could start your research by looking at books, websites, and other reading material about aging, and then conduct interviews with older people to see how their experiences compare to the background information you collected.

Background Research

Where can you find useful information about aging? The websites below might be a good place to start.



- Secrets of Aging (http://www.secretsofaging.org/index2.html).
  This website has activities to help you understand more about how our bodies and minds change as time passes, as well as information about cultural aspects of aging and lifespan.

- LinkAge 2000: The Aged of Today and Tomorrow. (http://library.thinkquest.org/10120/cyber/extended/main.html)
  On this website, you will find information related to many of the questions listed earlier.

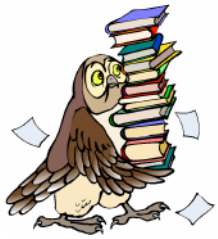
Here are some journals that might provide you with interesting articles for your research:

- AARP Magazine (http://www.aarpmagazine.org/).
  This is the journal of the American Association of Retired Persons. It's informative and not too difficult to read. You might also want to check out their homepage (http://www.aarp.org/), which has other interesting information.

- Go60.com (http://www.go60.com/).
  The mission of this online journal is to "explode" stereotypes about older people. It provides health and lifestyle information as well as other articles, book reviews and links to other sites. It's a pretty cool website!

- SeniorJournal.com (http://www.seniorjournal.com/index.html).
  This online magazine provides health and lifestyle information similar to the Web journals listed above. But you might want to check out the section on Senior Citizen Sports http://www.seniorjournal.com/sports.htm)!

Books are another great source of information. You might want see if your local public library or bookstore has any of these books:



- Old is What You Get: Dialogues on Aging by the Old and the Young, by A. Z. Shanks (Viking Pr; 1st ed edition, 1976).
  ISBN: 0670522686
  In this book, people over sixty and between the ages of eleven and twenty-one share their thoughts about growing old.

- Aging, by A. Silverstein and others (Franklin Watts, 1979).
  ISBN: 0531028631
  This book discusses the process of aging and our changing attitudes toward older people.

- You'll be Old Someday, Too, by R. Worth (Franklin Watts, 1986).
  ISBN: 0531101584
  This book explores current attitudes toward aging and the elderly in the United States. It also includes interviews with retirees from various parts of the country who discuss how they manage their lives.

- Aging: Theories and Potential Therapies, by J. Panno (Facts on File, 2004)
  ISBN: 0816049513
  This book looks at the subject of aging, from natural processes to technological developments, and describes past and present research into extending the human life span.

Aging (Encyclopedia of Health), by Ed Edelson (Chelsea House Pub (L), 1991)
ISBN: 0791000354
This book provides information about the process of aging, including the physical and mental changes and the treatment of the elderly.

One of the best resources available to you as a researcher is your school or local librarian. Librarians are trained to help you find the information you need! They can also show you how to use the library's computerized database or *The Readers Guide to Periodical Literature* so that you can find articles on aging by yourself. Once you have made a list of articles you would like to read, you can find the magazines in the library. If your library doesn't have the journals you need, the librarian may be able to get them for you through interlibrary loan.

Last but not least, you may want to regularly check your local paper for articles on aging. With more people living well into their sixties, seventies and eighties, there is more interest in research about gerontology and aging. You may find that aging is a regular topic in the science section of your newspaper.

As you read the websites, books and articles you have found, take notes on index cards, in a notebook, or on the computer. Make sure that in addition to the interesting facts you find you write down the following information:

- ✓ Name of the website, book or journal where you found the information
- ✓ Website address (if you found information online)
- ✓ Author name (for books and articles)
- ✓ Page where you found the information (books and articles)
- ✓ Publisher name (books)
- ✓ Place of publication (books)
- ✓ Date of publication (books and articles)

If you forget to document sources as you go, you may find (as many researchers do) that it's difficult to remember where you found the information. This is a good reason to document the sources while you take your notes.

Interviewing Older People

Now that you have done some preliminary research, read through your notes and think about what you have found. What is interesting to you? What would you like to know more about? Are there "holes" or unanswered questions in your data? Keep these questions in mind as you think about what you would like to ask in your interview.

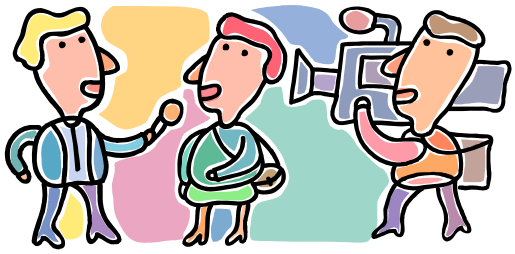
- What have been the most joyous times in your life?
- How has your lifestyle changed in the past fifteen years?
- What lessons have you learned as you have gotten older?
- Have you made any changes to your diet as you have gotten older? If so, how has that affected you and your health?
- What choices and behaviors help you to stay active?
- What are the things you are most proud of in your life?

Take a few minutes to brainstorm and write down all the questions you can think of. Then choose about six questions that you think are the most interesting. When you have your list, check to make sure your questions are worded clearly. If any of them can be answered by just "yes" or "no," reword them so that they will give you more information. Here's an example of how you can make a yes/no question better:

- Yes/No question: "Are there things about aging that you have enjoyed?"

- Better question: “What are some things about aging that you have enjoyed?”

Do you see how the second version of the question encourages a longer answer?



Practice your interview skills by asking an adult, such as a teacher or parent, your questions. Listen carefully to how they answer, and modify the questions if you don’t get the information you need. Make sure to ask if you’re speaking loudly enough to be understood. You may want to videotape or tape-record your interviews. If so, practice using the technology while you practice your questions. Then watch or listen to the tape to make sure that you can see and/or hear everything.

Before you start looking for people to interview, decide how many interviews you want to do. Try to do at least five to ten. If you can do more, go ahead! The more people you interview, the more likely you are to find common themes throughout the data. For example, many interviewees might say that they have enjoyed developing hobbies or traveling since they have retired. This is a theme you will want to discuss when you present your work. These conclusions will be more reliable if you have more interviews to draw from.

In addition to thinking about the number of interviews you will do, you will want to think about how old your interviewees will be. Before you ask anyone for an interview, decide a minimum age for participation. You may want to interview people over the age

of sixty, or sixty-five, because many people retire at these ages. Or you may want to choose an older minimum age to learn about people in their seventies and beyond. Just remember that some people are sensitive about their ages. If you're not sure that someone will be happy to participate in your study, ask an adult to advise you before requesting an interview.

Now the only question is who to interview. You probably know more older people than you think! Here are a few to consider for your study:

- Relatives, friends and neighbors
- Other students' relatives, friends and neighbors
- People at a senior citizens' center
- Retirement communities
- Nursing homes

If you decide to call a senior citizens' center or nursing home, make sure to introduce yourself and explain your project clearly. Give an estimate of how long each interview might take. The practice interview you did previously should help you determine this. Also be sure to leave your name, address and telephone number so that the person in charge can get back to you. Keep a notebook and pencil near the phone so you can take down information when they call back. You will especially want to write down the date, time and place you decide on for the interview. You might think that you can remember such important information without writing it down, but it's actually easy to forget even important details when you're doing something new. There are so many things to think about already! Writing down your information will help you to stay organized and on track.

Before each interview, prepare by dressing neatly and by having all your equipment together. Be sure your video camera or tape recorder is working properly before you leave your house or school. Check that you have your interview questions, a notebook and some pens or pencils. You will want to take notes by hand even if you are recording the interview. You never know when you are going to have a technology failure!

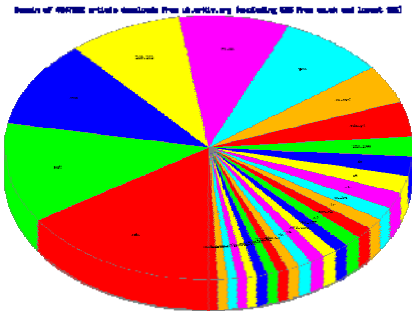
At the beginning of each interview, introduce yourself and briefly restate the purpose of your project. Ask permission to videotape or tape record the session. Some people probably will prefer that you don't tape the interview. In this case, politely put the equipment away and focus on taking great notes.

Now it's time to ask your questions. Make sure to speak clearly, and to listen carefully to the answers. If you think of a follow-up question that isn't on your list, go ahead and ask. Then return to the remaining questions once you get your answer.

At the end of the interview, make sure to thank the person for helping you!

Analyzing Your Data

When you have finished all of your interviews, it's time to analyze your data. As you examine the responses to your questions, you will see how many people gave similar answers and which answers were unusual. Having a system may make it easier to analyze your data. One way to organize the information is to put it on a chart. The following chart is designed to show the responses of six different people to five interview questions. Your chart will reflect your questions and answers.



Interview	1) What do you like about growing older?	2) What have been the most joyous times in your life?	3) What things are you most proud of in life?	4) ?	5) ?
#1	*More free time; more willing to take chances*				
#2	*Seeing children grown and settled*				
#3					
#4					
#5					
#6					

This type of chart can help you summarize the responses to your questions. Of course, you might have a different system for analyzing your data, and that's fine too.

If you videotaped or tape-recorded your interview, you could watch or listen to your tape while you fill in your chart. You may find that you have to stop and rewind to get all the information.

Once you complete your chart, find the similarities and differences among the responses. Look back at the notes you took when you read about aging and older people. See how that information fits with what you learned from your interviews. What conclusions about aging can you draw from your data? Be sure to base your conclusions on your reading and on the answers you got from your interviews, not on your personal feelings.

Sharing Your Findings

Everyone is growing older all of the time, and most people know and care about at least one older person. Your research should have a wide audience! You just have to decide how you want to present your information.

One option would be to present your findings orally—that is, to give a speech about your study. This website, titled How to Give an Oral Report (http://www.factmonster.com/homework/oralreport1.html), may have some useful tips for preparing and presenting your information. This Homework Help website (http://www.kidspoint.org/columns2.asp?column_id=836&column_type=homework) also has some good ideas.

Once you're prepared to give your presentation, you might want to ask your teacher if you could start by speaking to your classmates. If you enjoy the process, you could think of some other groups that might benefit from your information. For example, you might be able to speak to civic groups or your town council about issues affecting older people. What about a local or state commission on aging? You may also want to present your findings to your interviewees. If you interviewed people in a nursing home or at a senior citizen's center, they would probably be happy to hear your results!

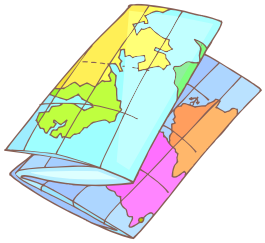
If you don't want to give an oral report, you could present your information in another way. For example, you could write a play, song or story about aging that incorporates some of the themes you discovered through your research. You could also write a brief article for your local newspaper. Then you could share your project with your classmates or other groups. Can you think of any other ways to share your data?

Whatever you decide, you are to be commended (praised) for completing this project! You have conducted interesting research that will teach people about aging, and might even improve the lives of some older people. If you enjoyed this project, you might continue your learning by volunteering in a local nursing home, or even by spending a little more time with a grandparent, aunt, uncle or neighbor. Older people have had time to collect and analyze a great deal of information about the world. You might even say that they have done in-depth "research" on life! Wouldn't it be interesting to hear about their findings?

There's No Place Like Home

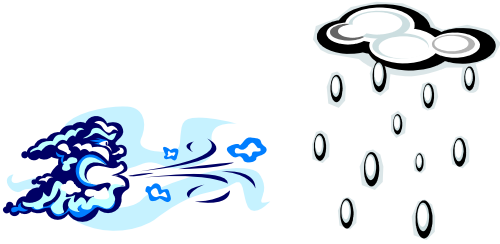
Conduct an Ethnographic Survey

Location



People

Climate



There's No Place Like Home

Conduct an Ethnographic Survey

Have you ever thought about how unique your community is? Have you ever thought about how unique all communities are? For example, your school may be very different from another elementary school in town, or your neighborhood may look, smell and sound different from another neighborhood in the same city. This is because communities are shaped by a variety of factors, such as the people who build them, the events that occur in them, and where they are located in the world. Changes such as the development of new industry or the arrival of newcomers from distant places are two factors that might shape or change a community. Environmental factors like climate, proximity to the sea or the presence of mountains might also help to shape the character of a community.

Think about your town or neighborhood—you know that it's unique, but what are the individual factors that influence life there? Might it be interesting to find out? This poster (http://www.loc.gov/folklife/poster/), created by the U.S. Department of Education and the Rural School and Community Trust, describes some of the benefits, methods and topics of cultural study. If you're interested in studying a culture, you can do some community research of your own. To start, you might want to make some observations about your community and then brainstorm any questions that come to mind. Look at the poster again and read the segment called, "Community Culture: It's All Around You." (http://www.loc.gov/folklife/poster/panel1.html). Do any of these topics interest you? Some other questions that you might have might be similar to the ones below.

Possible research topics

- What kinds of architecture are there in my community?
- What are the streets like—are they irregular and winding or laid out in an orderly pattern, like a grid? What could the street arrangement say about the community?
- How old are most of the buildings in the community? Have some been altered over time? Why? Who was responsible for the changes?
- Where have the people in this community come from? Is emigration a part of my community's history? If so, where did people's ancestors come from? Are there many people with similar ancestry or is there a lot of diversity in the community? When did people's families settle in the area?
- How do climate and geography affect the people here?

If you want to make your observations on a smaller scale, you can study your school. If so, you might want to consider some of these (http://www.loc.gov/folklife/poster/panel2.html) ideas.

Understanding Ethnography

The study of what people do and how they live their daily lives is called **ethnography**. Ethnography includes the study of every aspect of culture—art, music, literature, architecture, education, occupations, recreation, and so on.

How do researchers study a particular aspect of culture? Ethnographers use any combination of these three techniques: **observation**, **documentation**, and **interviewing**. When all three techniques are used in the same study, the researcher is using what is known as **triangulation**. Using a variety of techniques gives you (as the researcher) the opportunity to conduct a more thorough investigation.

You can conduct an ethnographic survey about something that interests you in your school, neighborhood or community. In the process, you may use any or all of the three research techniques.

Conducting Your Research

Before you use any research techniques, you need to decide what you would like to study. Look back at the list you made of potential research topics. Do you have a particular interest in the effect of climate and weather on your community? What about looking at local art, or at your community's architecture? Have any new industries grown rapidly in your community recently? Is yours a rural community? If so, have any new businesses come to your town or neighborhood? What are some positive and negative affects on the community? Are there new jobs? Is there more traffic? These are some questions to consider.

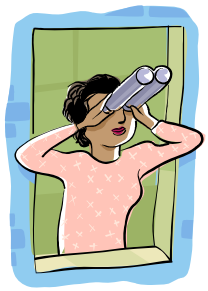
Try to avoid selecting a subject about your community that is too general or you will find yourself swamped with material. On the other hand, if you make your topic too narrow, you may find your research possibilities limited. Always be prepared to refine or restate your research topic and questions as you progress, and remember, choose a question that <u>you</u> want to learn about!

Observation

Observation is one method you may use to research your topic. This method involves looking at and thinking about the places and situations you see every day. As you observe, you should take notes about everything you notice. Nothing is too silly or

small! You never know what might be significant as you gather more information. Your written observations are called **field notes**. Here's some advice for writing field notes. (http://www.edheritage.org/forms/fieldnotes2.htm).

Below are some examples of questions an ethnographer might try to answer through observation:



1. What different architectural styles exist in the community?
2. In what ways do people use the city park or bike path?
3. What choices do students make about food in the school cafeteria?
4. What diverse cultural groups live in my community?

Make a list of other situations that you could observe. Choose topics that interest you and that feel natural to you.

Once you have chosen a topic to research, you will need to collect appropriate background information. For instance, if you are going to observe architectural styles, you will need to find out the characteristics of different styles and the periods in which they were popular.

Before visiting a site, be sure to find out if you need permission. For instance, you would certainly need to ask the owner's permission before studying or photographing a private home built in a particular architectural style. However, if you

are choosing to study architecture, you will probably find that most of the buildings you will want to research are public buildings.

Let's say that you are interested in what life in your community was like one hundred years ago, and that one of the ways you will learn about this topic is by studying the architecture of the period. In this case, your observation might begin with an examination of the public buildings such as schools or libraries that existed at that time. Later you might want to observe parks, homes, or other interesting structures of the period.

In addition to architecture, you should try to examine any clothing, tools, dishes, or other artifacts from that period. Are there any museums in your area that might house these artifacts? This Yahoo directory of U.S. historical museums might help you to find out. Take brief notes to help you remember what you observed and where you observed it.

Documentation

Documentation refers to any pertinent records or supportive information that you can collect about the topic you are investigating. The documents might include photographs, newspaper clippings, blueprints, maps, and certificates. Can you think of others?

Here are some examples of questions that ethnographers might try to answer by documentation:

1. How has the main business district of the town changed since it was founded?
2. How have student attitudes changed during the past twenty years?

3. How have car advertisements changed over the past fifty years? How do these changes reflect change in the American lifestyle?
4. How do diverse cultural groups maintain their cultural identities?

Just as with observation, you need to do some background research into the topics you have chosen before you start looking for documents. For example, if you are researching changes in the town's business district, you might first find and read a history of the town. Many towns have their own websites that provide historical information that you might find useful.

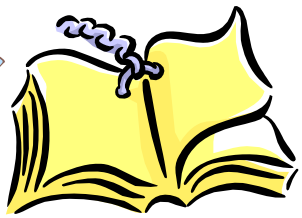
After reviewing the background information, make a list of all the possible types of documents that would help you research your topic. Then list places where you might find these documents. Look online to see if any can be accessed through the Internet. In addition to town websites, local libraries often have websites that could provide some of the information you need.

The Internet is a good research tool, but if you get bogged down by too many links or just prefer "in-person" research, you can always visit local sources of information in your area, such as the library, the courthouse, the town hall and other town offices. Often you will find professionals who are trained to help people find the answers they are looking for. Be prepared to explain your research in a simple and clear manner. Find out if a tour of each facility is available. Become familiar with the different types of reference sources. Always say "thank you" for any help you receive.

Check on any other sources for tracking needed records. Some documents may even come from the personal collections of your neighbors. Local historical societies

may also be helpful to you. These associations often keep just the kind of documents you're looking for, such as town charters, architectural records and land-use documents.

Here's a list of U.S. historical societies compiled by Yahoo: http://dir.yahoo.com/Arts/Humanities/History/U_S__History/Organizations/Historical_Societies/. This site provides only a sample of the historical societies across the country, so if you don't find a society for your town or community here, try another search engine, such as Google, at www.google.com, or Ask Jeeves Kids at www.ajkids.com. You can also check your phone book or online directories for local sources of information. This phone directory provided by the Internet Public Library might be useful.


Interviews

An interview is a series of planned questions that you ask someone. You may ask several people the same set of questions to get a variety of ideas or opinions but each person should be interviewed separately.

Here are some examples of questions that an ethnographer might ask an interview subject:

1. How do new students become accustomed to a different school?
2. What was it like to grow up in this community fifty or more years ago?
3. What are the TV watching habits of students in my school?

Make a list of other topics you could research through interviews. For each topic, list people who might provide interesting information.

As with the other research techniques, you need to obtain background information about your topic before you conduct the actual interviews. For example, if you are researching ways in which new students become accustomed to your school, you would find out if there's an orientation program and how many students transfer to the school each year.

Before interviewing anyone, write down the specific questions you want to ask. Try to develop open-ended questions that require an informative answer. For example, compare the two questions below:

1. *Where did you go to school before you came here?*
2. *Would you tell me about the school you went to before you came here?*

Which of the two questions would give you a more complete answer?

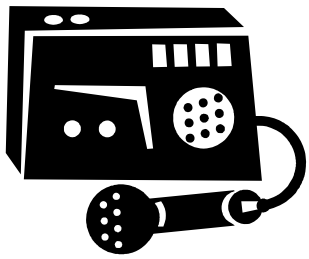
Select people to interview who have information about your research topic and who would be willing to talk to you. Call, email or stop by in person to explain your purpose. Then ask if you can make an appointment for the interview. Tell your parents about your interview plans in case one of them would like to accompany you.

If you plan to tape or videotape the interview, check your equipment before you go. Ask permission before you start recording, since some people prefer not to be recorded. Even if you do record the interview, make sure to take good notes. You never know when you might have an equipment failure!

Ask the questions you have prepared, but don't feel that you have to stick to just those questions. If additional questions occur to you, ask them. Feel free to ask for more information if an answer is too short to be helpful.

Be sure to dress neatly and to be polite. When you finish the interview, ask if the interviewee minds if you check back with him or her if you have any additional questions or if you need clarification about something. Thank each person for the interview, and follow up with thank you note or email.

Soon after the interview, read through your notes and listen to or watch your recording. This is the time that you may want to check back in with the person you interviewed for more information or to be sure that you understood something that was said.



Analyzing Your Data

Read all your data, or information, thoroughly and carefully. Look for common themes that run through the material. Themes are the most important aspects of your data. For example, a theme could be the most interesting, surprising, or consistent information you discover from your research.

List several themes, and then write excerpts from your findings to define or support your ideas. Use your list of themes as an outline for reporting your results.

If you used more than one of the three research techniques—observation, documentation, and interviewing—take one technique at a time and look for themes and supporting information. Then look for matching themes across the three techniques to formulate a complete answer to your original research question.

Reporting Your Results

Your research will give you insights into many new topics. In what way or ways can you report the findings of your study? Here are some suggestions for reporting the findings of your work. You may think of others:

- Develop a board game.
- Write an article for your school or town newspaper.
- Write and direct a play.
- Create a slide show.
- Give a lecture.
- Develop a tape recording with accompanying illustrations to teach other students what you learned.
- Create a documentary.

There are many other ways to report your information. Choose one that is appropriate for the material you have collected and the themes you have identified. Make sure to share your work with your family, neighbors, teachers or friends. After all—sharing is an important part of any community! These books might help you as you do this project:

- **Chi Square, Pie Charts and Me** by S. Baum, R. Gable, K. List (Trillium Pr, 1987).
  ISBN: 9998867436
  This book addresses topics such as the research process, types of research, management plans, presentation of studies, and statistical techniques. Examples of student research demonstrate the potential kids like you have for hands-on research.

- **Writing Ethnographic Fieldnotes** by R. Emerson, R. Fretz, L. Shaw. (Press, 1995).
  ISBN: 0226206815
  This book provides guidelines, suggestions, and practical advice about how to write useful field notes in a variety of settings, both cultural and institutional. Using actual unfinished, "working" notes as examples, they illustrate options for composing, reviewing, and working field notes into finished texts.

These websites might help too:

- **Explore Your Community: A Community Heritage Poster for the Classroom**
  (http://www.loc.gov/folklife/poster/)
  This website was created by the Library of Congress Folklife Center to provide kid- and teacher-friendly information about community research. Information on the site was originally presented in a poster designed for the classroom. The site provides the full text of each of the original poster's segments.

- **Making Field Notes**
  (http://www.edheritage.org/forms/fieldnotes2.htm)
  This website, created by the Montana Heritage Project, provides information about how to take strong field notes.

- **Yahoo directory of U.S. historical societies**
  http://dir.yahoo.com/Arts/Humanities/History/U_S__History/Organizations/Historical_Societies/
  This online directory provides information about American historical societies and links to many of their websites.

- **Anthropology on the Internet for K-12**
  http://www.sil.si.edu/SILPublications/Anthropology-K12/anth-k12.htm
  This website, sponsored the Smithsonian Institution Libraries, offers an online guide to one anthropologist's fieldwork methods and experiences; a website dedicated to the ethnography of the strange North American culture of Nacirema. (Hint: Try spelling it backwards!); and other cultural anthropology resources.

- **Peabody Museum of Archaeology and Ethnology**
  www.peabody.harvard.edu/on_line.html
  Look at and learn about some of the objects on exhibitions on display at one of the oldest anthropology museums in the world, located at Harvard University in Cambridge, MA.

- **Yahoo directory of U.S. historical museums**
  http://dir.yahoo.com/Arts/Humanities/History/U_S__History/Museums_and_Memorials/
  This online directory lists all kinds of national museums and exhibits.

If you liked this project, you might enjoy these activities and virtual tours:

- **Our American Heritage: A Patchwork Quilt**
  (http://www.thinkquest.org/library/site_sum.html?lib_id=3136&team_id=J001272)
  Explore the history of Texas and the many different cultures that have contributed to its character today. Learn about the emigration of people from Mexico, China, Spain, Japan, Ireland, and other countries. See how each culture affected the architecture, art, food and language of Texas.

- **University of Michigan Museum of Anthropology: Ethnology**
  http://www.umma.lsa.umich.edu/ethnology/ethnology.html
  This website allows you to view cultural artifacts on display, or once on display, at the University of Michigan Museum of Anthropology.

- **The Library of Congress Learning Page What Are Primary Sources?**
  (http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/source.html)
  Learn more about how historians and ethnographer use primary sources with this fun, interactive tutorial.

A Time Machine of Sorts:

Write a Piece of Historical Fiction

A Time Machine of Sorts:

Write a Piece of Historical Fiction

Have you ever felt magically transported back in time by a movie that takes place in bygone era? Watching films like *Little Women, Newsies,* and *Pride and Prejudice* can whisk you away to New England during the Civil War, New York City during the newsboys strike of 1899, or England in the early 1800s. You can get the same feeling from reading historical novels or stories. Instead of using movie sets to depict an early twentieth-century house, authors use descriptive words to help the readers see the house in their minds. Instead of using costumes, an author carefully describes characters' clothing. A good writer can transport their readers to another place and time and let them walk around in that world without ever leaving the comforts of their own desk!

Does this sound interesting to you? If so, you can research and write a piece of historical fiction. But first, it might help you to read a book or two of this type to give you some ideas about what to write. A few good books to look for in your school or local library are:

- **A Gathering of Days: A New England Girl's Journal, 1830-32** by Joan W. Blos (Aladdin, 1990).
  ISBN: 0-6897-1419-X
  The journal of a 14-year-old girl relates the events in her life including her father's remarriage.

- **The Apprenticeship of Louis Whitaker** by Cynthia DeFelice (HarperTrophy, 1998).
  ISBN: 0-3807-2920-2
  After his family dies of consumption in 1849, 12-year-old Lucas becomes a doctor's apprentice.

- **Anne Frank: The Diary of a Young Girl** by Anne Frank (Bantam, 1993).
  ISBN: 0-5532-9698-1
  The journal of a Jewish girl in her early teens describes both the joys and struggles of daily life throughout two years of hiding with her family during the Nazi occupation of Holland.

- **Catherine, Called Birdy** by Karen Cushman (Clarion Books, 1994).
  ISBN:0-0644-0584-2
  The 13-year-old daughter of an English country knight keeps a journal in which she records the events of her life, particularly her longing for adventures beyond the usual role of women and her efforts to avoid being married against her will.

- **Cleopatra, Daughter of the Nile** by Kristiana Gregory (Scholastic, 1999).
  ISBN: 0-5908-1975-5
  While her father is in hiding after attempts on his life, 12-year old Cleopatra records in her diary how she fears for her own safety and hopes to survive to become Queen of Egypt some day.

- **Crispin: The Cross of Lead** by Avi (Hyperion, 2002).
  ISBN: 0-7868-0828-4
  Set in 14th-century England, this Newbery-winning novel centers on an orphaned outcast who is accused of a murder he didn't commit.

- **The Diary of an Early American Boy** by Eric Sloane (Ballantine Books, 1984).
  ISBN:0-3453-2100-6
  This book is a combination of the 1805 diary of 15-year-old Noah Blake, and part a re-creation his life. Learn what it might have been like to come of age in New England 150 years ago.

- **Forty Acres and a Mule** by Harriette Gillen Robinet (Aladdin, 2000).
  ISBN:0-6898-3317-2
  Born with a withered leg and hand, Pascal, who is about twelve years old, joins other former slaves in a search for a farm and the freedom that it promises.

- **George Washington's Socks** by Elvira Woodruff (Apple, 1993).
  ISBN: 0-5904-4036-5
  During a backyard campout, ten-year-old Matt and four other kids find themselves transported back into the time of the American Revolution. Here they learn about American history firsthand, and come to better understand the harsh realities of war.

- **Johnny Tremain** by Esther Forbes (Yearling, 1987).
  ISBN: 0-4404-4250-8
  When a young apprentice silversmith has an accident making it impossible to practice his trade, he becomes a messenger for the Patriots in Boston. Follow along with Johnny as he experiences the beginning of the Revolutionary War.

- **Little House on the Prairie Series** by Laura Ingalls Wilder (HarperCollins: 1953).
  ISBN: 0-0602-6445-4
  The Ingalls family moves from Wisconsin to the Kansas prairie, where they encounter Native Americans, fight a prairie fire, and learn to live a different life.

- **Little Women** by Louisa May Alcott (Signet Classics, 2004).
  ISBN: 0-4515-2930-8
  A story about the joys and sorrows of the four March sisters as they grow into young ladies in 19th-century New England.

- **Number the Stars** by Lois Lowry (Laurel Leaf Books, 1998).
  ISBN: 0-4402-2753-4
  In 1943, during the German occupation of Denmark, ten-year-old Annemarie learns the meaning of courage when she helps shelter her Jewish friend from the Nazis.

- **Roll of Thunder, Hear My Cry** by Mildred D. Taylor (Puffin Books, 1991).
  ISBN: 0-1403-4893-X
  Cassie and her brothers do not understand the discrimination and prejudice they face as an African-American family living in Mississippi during the 1930s.

- **The Sign of the Beaver** by Elizabeth George Speare (Houghton Mifflin Company, 1983).
  ISBN: 0-3953-3890-5
  Matt learns survival skills from Native Americans after he is left alone to protect his family's home in Maine in 1768.

- **Stealing Freedom** by Elisa Carbone (Yearling, 2001).
  ISBN: 0-4404-1707-4
  A novel based on the events in the life of a young slave girl from Maryland who survives mistreatment and cruelty to escape to freedom in Canada.

- **The True Confessions of Charlotte Doyle** by Avi (HarperTrophy, 2004).
  ISBN: 0-3807-2885-0
  As the only passenger, and the only female, on a transatlantic voyage in 1832, thirteen-year-old Charlotte finds herself caught between a murderous captain and a mutinous crew.

- **The Witch of Blackbird Pond** by Elizabeth George Speare (Laurel Leaf Books: 1978).
  ISBN: 0-4409-9577-9
  In 1687, Kit Tyler is very lonely, having moved from the Caribbean islands to Connecticut Colony. But then she meets another lone and mysterious figure, the old woman known as the Witch of Blackbird Pond. When their friendship is discovered, Kit is faced with suspicion, fear, and anger. She herself is accused of witchcraft.

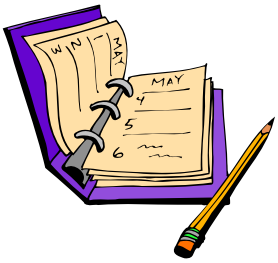
It is important to know that there are differences between books such as *The Diary of Anne Frank* and *The Witch of Blackbird Pond*. *The Diary of Anne Frank* is a **biography** written by a person who really lived in a particular place and time. *The Witch of Blackbird Pond* is not a biography because its characters are fictional. This doesn't mean, however, that historical fiction is not useful. Much like biographies, historical fiction gives readers an idea of what it was like to live in a specific time period. In addition, characters in historical fiction often interact with real historical figures, which can deepen the reader's understanding of who the historical figure was and how he or she lived.

For this project, begin by choosing a time that you find especially interesting, such as the Revolutionary War days, the Great Depression of the 1930s, or The Civil Rights Movement of the 1950s and 1960s. Next, decide where you will set your historical fiction piece. For example, people in London experienced World War II very differently than people in America. You may want to do a little preliminary research to help you decide on a time and place to write about.

Once you have selected a time and place in history, you can write about it in several ways. Here are three ideas:

1. Pretend that you are a newspaper reporter living during that time. Write a series of articles about important issues and events of the time, or write some human-interest feature articles describing the way people live.

2. Imagine the daily life of a person at that time. Write a journal or a diary for a week of time in that person's life.



3. Write a story that takes place at a particular time in a specific place. Explain how the events of the time might be factors in your characters' daily lives.

You may think of another way to tell what life was like at your chosen time in history. Whatever way you choose, you will need to start by gathering background information about that time and the events and people that interest you.

As you begin your research, it may help you to have some questions in mind. Some examples follow. Try to think of additional questions and add them to your list.

1. At this time in history, what was happening at the local, state, and federal levels of government?
2. What was life like for an average family?
3. How were children treated at home and at school?
4. Who were the important people in the news?
5. How did people find out what was happening in the country – newspapers, radio, word of mouth, or some other way?
6. What products that we take for granted were new then – airplanes, radios, cars?

You will probably think of other questions as you do your research. Be sure to write them down.

Finding Information

There are several ways to go about gathering background material. One way is to read about your chosen time in history. You can start by reading one or more encyclopedia articles about that time. This will give you general information and may help you narrow down your time period or choose a particular event to write about.

Next, look in the library card catalog under subject cards that refer to the historical period you are researching or to events during that period. For instance, if you want information about World War II, you can look for subject cards with headings such as World War II, Pearl Harbor, and so on. You can read entire books, or you can use the index of a book to find the particular material you want to read.

While you are reading, take brief notes to help you remember the information you find. Along with your notes, be sure to write down the author, title, and place of

publication, publisher, and date of publication for each book. Write down the page numbers on which you find information as well. This information will be helpful if you need to go back to one of your sources. For example:

Merrit, Catherine. Pioneer Days. New York: Star Publishing Co., 1985. pp. 28-29.

Difficulties the pioneers faced:

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A website that might help you in your research is the **History Toolkit.** (http://www.dohistory.org/on_your_own/toolkit). This site contains a collection of brief essays intended to help the beginning historian with his or her own historical research.

Historical fiction can be an excellent source of information about your place and time, as well. In historical fiction, the plot of the story may be made up, but the author usually tries to give an accurate impression of what life was like at the time of the story.

Books and encyclopedia articles about a time period of history are called **secondary sources.** Secondary sources are materials written by people who have studied primary, or original, sources. **Primary sources** are materials from the time

itself, such as land deeds, newspapers, letters, diaries, and so on. If you can find primary sources, you can read the material and draw your own conclusions.

If you're interested in finding out more about primary sources, check out **The Library of Congress Learning Page: What Are Primary Sources**? (http://lcweb2.loc.gov/ammem/ ndlpedu/lessons/psources/source.html). This site teaches you how historians use primary sources in a fun, interactive tutorial.

Primary Sources

Locating primary sources can be like doing detective work. Here are some suggestions for finding them:

- Libraries, especially state libraries, often have collections of old newspapers.
- A newspaper office may have back issues of the newspaper.
- Historical societies and museums may have letters, diaries, maps, and other important documents from the time you are studying. You can find an historical society by searching the **Yahoo directory of U.S. historical societies** (http://dir.yahoo.com/Arts/Humanities/History/U_S__History/Organizations/Historical_Societies/). Some historical societies that are far away from where you live have some of their materials available to look at online. Search on this directory to see if you can find any that might help you.
- The Library of Congress: American Memory (http://memory.loc.gov/ammem/index.html) has many speeches, letters, diaries, legal documents, videos and audio recordings, maps, and photographs you can search through on the Internet that document American history.
- Your own relatives and neighbors may have items that date from that time. You can contact them and ask them!
- People can be a wonderful primary source. If your time period was not too far in the past, you may be able to talk to someone who was living then. People in

their sixties and seventies lived through World War II and the Civil Rights Movement. You probably have family members, neighbors, or older friends who remember those times and have a lot to say about them. They may also have letters and other mementos they would be willing to share with you.

***The Internet**:*

The Internet is a wonderful place to find information about what it was like to live in a certain place at a particular time. As previously mentioned, many websites allow you to search primary documents while sitting at your computer! Other sites allow you to tour houses from a time period, or even experience what it was like to live in a specific era. For example, if you would like to know what it was like to live in Britain during World War II, go to the **Children of World War II (BBC)** site (www.bbc.co.uk/history/ww2children/index.shtml). This site allows you to explore a typical British home, letters from children who had to **evacuate**, or leave home, due to bombing in London, and search through many other primary sources. You can even go shopping with a Ration Book! Remember, this is a British site, so these are explanations of what it was like to be a child in Britain. You can look for other sites that pertain to the time period you are studying on www.yoohooligans.com, or check out these sites:

- **BBC History For Kids**
  www.bbc.co.uk/history/forkids/
  Search multiple sites about different places and times throughout the world's history.

- **Wayback: US History for Kids**
  http://pbskids.org/wayback
  Explore different eras in United States history on this interactive site that includes many primary sources.

- **America's Story**
  www.americaslibrary.gov/cgi-bin/page.cgi
  "Discover the stories of America's past" by meeting famous Americans, exploring different eras in history, even listen to a song or watch a movie from America's past popular culture!

The Interview

Perhaps you could arrange to interview one or more people whom can tell you about the time you are researching. The director of a Senior Citizen Center or retirement home may be able to suggest someone for you to interview. Here are five steps to follow for a successful interview:

1. Contact the person you want to interview. Explain the topic you are interested in and about how long the interview will take. If the person agrees to be interviewed, ask a parent or teacher to help you arrange a convenient time and place to meet with the person you are going to interview.
2. Prepare for the interview by writing down the questions you want to ask. Think of questions that will encourage the person to talk freely rather than just answer *yes* or *no*. Don't ask, for instance, "Did you like school?" Ask instead "What was a school day like for you?" If you want to know about a particular event, ask what the person remembers about it and how he or she felt at the time.
3. Dress neatly for your interview and arrive promptly at the time you arranged. For safety's sake, bring a parent or friend with you. Begin by introducing yourself and explaining your project briefly. If you want to use a tape recorder, be sure to ask permission. Some people don't like to have their comments taped. Remember to be courteous.
4. Listen carefully to the answers to your questions. The person might give you more information than you expected or lead you to think of more questions.

Take a notebook and pencil and jot down the person's answers. Even if you use a tape recorder, take some notes just in case there is a problem with the recording.

5. Be sure to end the interview by thanking the person you interviewed.

If you can, conduct two or more interviews. Getting different viewpoints on the same events can help you understand what happened, especially when you add the information from your interviews to what you have learned from reading secondary or primary sources.

Sharing Your Information

By now you should have a good idea of what it was like to live in the time and place you want to write about. Have you decided how to present your information so that other people can share your understanding?

If you decide to write a newspaper article or a series of articles, will you write about something that happened in the place your newspaper is from, or will you write about some event of great significance to the nation or the world? Will it be a human interest story, such as a description of a family with small children during the Depression?

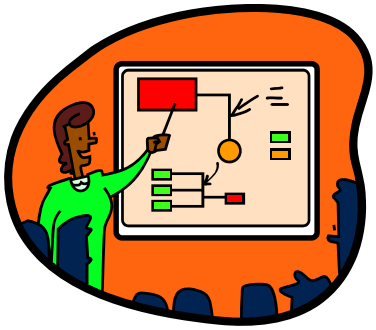
If you decide to write a diary or story, will you show how the events of the time affected someone about the age you are now? Will you write from the point of view of an adult at the time, such as an army nurse during World War II?

Whatever you choose to write, be sure to include details that will help your readers understand what life was like at that particular time in history. Start by writing a rough draft, getting your ideas down on paper as fast as you can. Don't worry about

making mistakes at this stage. After you have gotten your ideas down, read them over. Have you said what you want to say? Is your writing clear? Should any sentences be moved, cut, added, or rearranged? Read your draft to someone else or ask someone else to proofread it for you. It is always a good idea to get suggestions on how you could improve your writing.

When you feel satisfied that your draft is complete, proofread one more time to correct spelling and grammar. Finally, make a clean copy for your work. If you have written a newspaper article, you may want to write or type it to look like part of a real newspaper. If you have written a diary, you may want to add a cover. Use what you know about your time period to be creative in the presentation of your piece of historical fiction.

Share your work by leaving it in your school or class library for others to read. There may be groups in your school or community, such as your local historical society, that would be interested in having you read your work at one of their meetings. Perhaps the people you interviewed would like to read your work. See if you can think of other ways to share what you have written about a particular time in history.



Walk in the Footsteps of Giants…

Research the Lives of Famous Women

Louisa May Alcott

Ella Fitzgerald
Singer

Connie Chung
Journalist

Pocahontas
Algonquian Princess

Jennifer Lopez
Entertainer

Walk in the Footsteps of Giants…

Research the Lives of Famous Women

J.K. Rowling, author of the now famous Harry Potter series (http://harrypotter.warnerbros.com/main/homepage/home.html), is a household name in many countries, thanks to the incredible popularity of her books. But has it ever occurred to you that before J.K. (named Joanne Kathleen and called Jo by her family) became famous, she was a "regular" person just like you? What was her life like before she became famous? Did she have experiences that helped her to become famous? Do some circumstances and attitudes make girls and women more likely to fulfill their dreams?

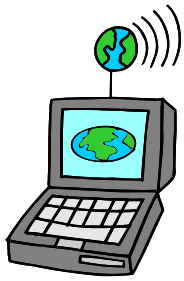
If you would like to learn more about women who have become famous, you can do research on some women who particularly interest you. You can choose athletes, mathematicians, fashion designers, astronauts, architects, religious leaders or other amazing women. You can read about their lives and look for similarities and differences between them, and maybe even find some common ground between their lives and your own! You can also look for experiences and attitudes that may contribute to success in life.

But where should you start? Completing the following table may help you to decide which women you would like to research. You may want to add at least two women to the examples in each category, but if you find a category that really interests you, list as many examples as you want. You can use the websites on pages four and five to find names for your table.

Famous Women		
Category	**Name**	**Accomplishment/s**
Authors	★ Toni Cade Bambara ★ ? ★ ?	★ Famous African American writer who wrote Gorilla My Love and other books ★ ? ★ ?
Singers	★ Amy Ray & Emily Saliers ★ ? ★ ?	★ The "Indigo Girls" are world famous musicians and longstanding social activists ★ ? ★ ?
Reformers	★ Rachel Carson ★ ? ★ ?	★ Author of Silent Spring—ecologist, writer and activist ★ ?
Air/Space Pioneers	★ Ellen Ochoa ★ ? ★ ?	★ First Latina-American astronaut in space ★ ?
Athletes	★ Mia Hamm ★ ? ★ ?	★ First ever three-time U.S. Soccer Player of the Year—male or female ★ ? ★ ?
Poets	★ Gwendolyn Brooks ★ ? ★ ?	★ African American Pulitzer Prize winning poet ★ ? ★ ?
Actors	★ Lucy Liu ★ ? ★ ?	★ Chinese American film star ★ ? ★ ?
Scientists	★ Rosalyn Sussman Yalow ★ ? ★ ?	★ Medical Physiologist and Nobel Prize winner ★ ? ★ ?
Mathematicians	★ Louise Hay ★ ? ★ ?	★ Founding member of the Association of Women in Mathematics ★ ? ★ ?

Famous Women		
Category	**Name**	**Accomplishment/s**
Leaders and Policy Makers	★ Ruth Bader Ginsburg ★ ? ★ ?	★ Supreme Court Justice ★ ?
Dancers	★ Maria Tallchief ★ ? ★ ?	★ American prima ballerina and half Osage Native American, who is often seen as the most skilled American ballerina ever ★ ? ★ ?
Engineers	★ Lillian Moller Gilbreth ★ ? ★ ?	★ Engineer and mother of twelve whose children wrote the book Cheaper by the Dozen, a memoir of their famous family ★ ? ★ ?

Here are some websites to help you find information about these women:



⌘ Distinguished Women of Past and Present
(http://www.distinguishedwomen.com/)
This website allows you to search for famous women by clicking on subjects, such as anthropology, engineering, or religion; or by name. You can also find biographies through the "Black History Month" link.

⌘ Women's History Month
(http://www.infoplease.com/spot/womenshistory1.html)
Among other information about women, this site provides links to biographies of female Nobel Prize winners, Pulitzer Prize winners, First Ladies, and songwriters.

⌘ Biographies of Notable Women
(http://www.factmonster.com/spot/womenhistbios.html)
This useful website organizes biographies of noteworthy women into groups such as "adventurers," "businesswomen," "congresswomen," etc.

- Follow in Their Footsteps
  (http://www.factmonster.com/ipka/A0767598.html)
  This website contains information about successful professional women, including architects, chefs and philosophers.

- Women of Influence
  (http://www.factmonster.com/ipka/A0768438.html)
  This website provides information about female political leaders, Pulitzer Prize winners, inventors, and more.

- The National Women's History Project: Biography Center
  (http://www.nwhp.org/tlp/biographies/biographies.html)
  This website provides links to biographies of many famous women, organized by name. This may be a good site to visit if you're willing to browse many biographies, or after you have selected women to research.

- Biographies of Women Mathematicians
  (http://www.scottlan.edu/lriddle/women/women.htm)
  This website provides information about women who have contributed to the field of mathematics—including biographies of the first women ever to receive Ph.D.s in math.

- Girl Power! Asian American Heritage
  (http://www.girlpower.gov/girlarea/05may/asianmonth.htm)
  This website provides a list of notable Asian American women, including Yvonne Lee, Commissioner of the U.S. Commission on Civil Rights, and Vera Wang, a world famous fashion designer.

- Woman Spirit
  (http://www.powersource.com/gallery/womansp/default.html)
  Woman Spirit contains brief biographies of notable Native American women from eleven different tribes.

- About African American Women
  (http://womenshistory.about.com/library/bio/blbio_list_afram.htm)
  This website provides links to biographies of famous African American Women. It is organized by name, so it may be best to use this site if you are prepared to browse or after you select a specific woman to study.

- Las mujeres
  (http://www.lasmujeres.com/)
  This website provides links to biographies of famous Latina women.

- Hispanic Women in Leadership
  (http://www.hepm.org/womeninlead.htm)
  You can find links to biographies of Latina politicians here.

- Women of Valor
  (http://womenshistory.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=womenshistory&zu=http://www.jwa.org/exhibits/wov/)
  This website contains profiles of sixteen notable Jewish women.

- Jewish Women's History
  (http://womenshistory.about.com/od/jewishwomen/)
  This website provides links to information about famous Jewish women.

- Famous Muslim Women Leaders of Today
  (http://www.sfusd.k12.ca.us/schwww/sch618/Women/Muslim_Women_Today.html)
  This site offers short biographies of five famous Muslim women.

In addition to the websites above, you may want to use books to learn about famous women. You can check with your school or local librarian for useful sources, but here are some titles to get you started:

- **Remember the Ladies: 100 Great American Women,** by Cheryl Harness (Illustrator) (HarperTrophy, 2003).
  ISBN: 0064438694
  This book offers biographies of women in a variety of fields who have helped to shape the nation.

- **Lives of Extraordinary Women: Rulers, Rebels (and What the Neighbors Thought),** by Kathleen Krull, Kathryn Hewitt (Illustrator) (Harcourt Children's Books, 2000).
  ISBN: 0152008071
  Here you'll find information about twenty of the most influential women in history.

- **Cradles of Eminence: Childhoods of More Than 700 Famous Men and Women,** by V. Goertzel, M.G. Goertzel, T.G. Goertzel, A. Hansen (Great Potential Press; 2nd edition, 2004).
  ISBN: 0910707561
  This book provides insight into the lives of men and women who eventually became famous. Look in the index to find women who interest you.

If you're looking for something a little more challenging, you may like this book:

- **Founding Mothers: The Women Who Raised Our Nation**, by Cokie Roberts (William Morrow, 2004)
  ISBN: 0060090251
  This book provides profiles of the women who influenced the history of the country in its early days.

Finding Out About Famous Women

Now that you have read about some famous women in different fields you may feel ready to do some in-depth research. The books below provide information about the process of doing research.

- **The Kid's Guide to Research,** by D. Heiligman (Scholastic, 1999).
  ISBN: 0590307169
  Here you will find information about how to use the library card catalog and online catalogs, where to look for videos, how to research using the Internet, and how to select a topic and take notes.

- **Looking for Data in All the Right Places: A Guidebook for Conducting Original Research With Young Investigators,** by A.J. Starko and G. Schack (Creative Learning Press, Incorporated, 1991).
  ISBN: 0936386606
  Learn how to find and focus a problem, formulate research questions and hypotheses, and gather and analyze information.

Using Secondary Sources

The resources you used to fill in your table of famous women are called "secondary sources." **Secondary sources** are websites, books, and reference materials written by others who have researched the topic in which you're interested. Secondary sources are useful for providing background information prior to moving on

to primary sources (you will learn more about primary sources in the next section), or in place of primary sources when none exist.

In addition to the books and websites you have already consulted, biographies make excellent secondary sources for research into people's lives. They are often more personal than other types of sources, and typically provide more information than you will find online or in books exploring the lives of several people. Try to find biographies written by family members or friends of the famous women you are researching. These personal accounts may help you to pinpoint pivotal moments, or turning points, in their lives that helped them to accomplish their goals. Your school or local librarian can help you find the biographies you need.

Journals—which are like magazines dedicated to particular research topics—are also good sources of information. You can find journals for this project in your library database or in *The Readers' Guide to Periodical Literature*. *The Readers' Guide* is an index of articles that have appeared in magazines and journals (also known as periodicals). Your librarian can explain how to use this resource, as well as the other reference books in the library.

As you read about the women you have chosen to research, ask yourself the following questions about their lives:

- Did they have similar educational experiences?
- Did they come from unusual families?
- Did they have to overcome obstacles?
- At what age did they succeed in reaching their goals?

Think of some questions of your own and add them here:

- ?
- ?
- ?

Using Primary Sources

Primary sources are sources of information from the time when your subject lived. For example, birth certificates, blueprints, and diaries are all primary sources. The website below may help you to start thinking about primary sources that may help in this research project.

- **The Library of Congress Learning Page What Are Primary Sources?** (http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/source.html)
  Learn more about how historians and ethnographer use primary sources with this fun, interactive tutorial.

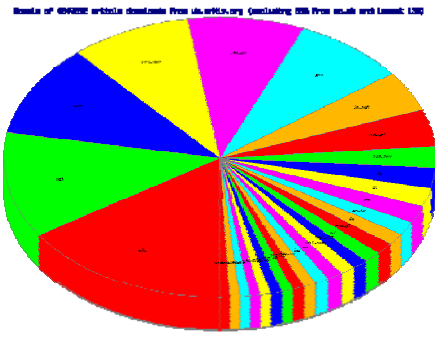
If one of the women you are researching is still living, an interview with her is the best primary source you could ever hope to find! You can request an interview with her in person or by telephone, or you can send her a letter or an email. Another possibility is to interview people who know her. This technique will work well for famous women of the past, as well.

Other types of primary sources may be found through the history departments at nearby universities or colleges. You may find actual letters or diaries written by the women you are researching, as well as birth certificates, marriage certificates and other official documents. Some colleges and universities even provide access to documents such as these online. Here is a list of History Departments Around the World

(http://chnm.gmu.edu/resources/departments/). You may be able to find some of what you need on one of their websites. You can search by university or college name, by city, or by state.

Analyzing Your Data

Once you start learning about the famous women you have selected, how will you go about organizing and analyzing your data? One way would be to look for similarities and differences in the lives of famous women. To make this task easier, you may want to make another table in which to record information. Look back at the questions you asked yourself as you were filling out your first table. You can use those questions to create headings for your table, as demonstrated below.



Survey of Famous Women			
Name of famous woman			
Birth date			
Birthplace			
Education			
Facts about mother			
Facts about father			
Facts about siblings			
Hardships?			
Interests			
Age at public success			

You can adapt or change this table for your own purposes or create an entirely new table that better suits your needs. You also have the option of taking notes directly on your table or writing them first on index cards or on the computer. Just make sure to keep track of the primary and secondary sources you are using as you progress. In addition to the interesting facts you find about your famous women, you will want to write down the following information:

- ✓ Name of the website, book or journal where you found the information
- ✓ Website address (if you found information online)
- ✓ Author name (for books and articles)
- ✓ Page where you found the information (books and articles)
- ✓ Publisher name (books)
- ✓ Place of publication (books)
- ✓ Date of publication (books and articles)

If you forget to document sources as you go, you may find (as many researchers do) that it's difficult to remember where the information came from. This is a good reason o keep track while you take your notes.

Sharing Your Findings

What have you learned about famous women? Do the women you researched have any traits in common? Fill in your chart, evaluate your information, and draw conclusions about the famous women you have come to know. On another sheet of paper, write down the conclusions you have drawn.

What would you like to do with your observations? Who might enjoy learning about some famous women? How and where can you publish your information?

Here is a list of suggestions for ways you can share what you have discovered:

- Write an article or a series of articles about your study for your school or town newspaper.
- Create a pamphlet of information and resources for use in the school library.
- Write a continuing column in your school or local newspaper using your information on famous women.
- Women's History Week is usually the second week of March. Celebrate it by planning some special events in your school, such as a presentation in which some of your friends assume the roles of famous women you have studied.
- Develop a lecture about famous women and present it to your class, other classes in your school, or community groups.
- Create an informational slide show or PowerPoint presentation about the women in your study. You may be able to get other students to help you. Then your slides and cassette can become part of your school's reference library.

Can you think of any other options?

Congratulations! You have completed an interesting and valuable research project! You have learned about the lives of some famous women. Did the information you found change your perspective on these women in any way? Did you discover any similarities to your own life? Do you share any of their important qualities, such as perseverance, creativity, or kindness? If so, maybe someday someone will be doing research on your life! What will they discover? What will they have to say about you?

Whales, Manatees, Bats…Oh, my!

Join the Effort to Save Endangered Animals!

Whales, Manatees, Bats… Oh, my!
Join the Effort to Save Endangered Animals!

Many towns along the coast of New England were originally settled as whaling towns**,** or towns where the main industry was hunting whales for their oil and baleen. Before the discovery of electricity, many American homes were lighted with whale oil. Although they hunted many different types of whales to attain this oil, the North Atlantic right whale was a considered the "right" whale to hunt because it floated when it was killed and was therefore easy to bring back to shore. As a result, the Northern Atlantic right whale population was depleted to the point that the species is now considered **endangered**. When an animal becomes endangered, it means it is in danger of becoming **extinct.** When an animal becomes **extinct**, it means it is gone forever! In spite of a law passed in 1935 that banned whaling, there are only about 300 Northern Atlantic right whales still alive in the whole world!

It's hard to believe that there are actually seven species of whales in U.S. waters alone that are considered endangered. How might you go about finding out what species of whales are included in that endangered seven? If you are interested in learning more about endangered whales or whaling, try searching on the Internet or in your library! A couple of good sites to try are:

Yahooligans
www.yahooligans.com
This is a great search engine for kids.

Whaling and Fishing
http://darwin.bio.uci.edu/~sustain/bio65/lec04/b65lec04.htm
This site includes information about different types of whales and the history of whaling.

Whales are only one of the many kinds of animals that are endangered. In fact, many animal species have already become extinct. One reason animals become extinct is that humans sometimes over hunt a particular species. Wild animals are killed for food, sport, and products that can be made from animal parts such as hides, fur, feathers, and tusks.

Another reason an animal may become extinct is that its habitat is destroyed. An animal's habitat includes the land where it lives, the animals or plants that it eats, the water it drinks, and the materials it uses for shelter or protection. Sometimes a habitat is destroyed by natural causes, such as a flood or a fire. Often, however, people now compete with animals for living space, and the earth has limited resources. People may not intend to kill animals, but that is the result when they cut down trees or drain swamps and marshes to build homes, farms, roads, and factories. Animals that used to live in those areas may then become endangered.

What Others Are Doing:

Fortunately, many people worldwide are working to save and protect endangered wildlife. These people are called **conservationists.** International, national, and state organizations publish lists of endangered animals. To learn how to protect endangered animals, scientists conduct research to find out how animals live in the wild, the conditions they need to survive, and what is causing the animals to become endangered.

Many animals are protected in special parks or reserves where they can be taken care of and observed. Many nations have passed laws making it illegal to kill or harm endangered animals or to sell or buy products made from endangered animals.

Some animals in danger of extinction have been saved by people's efforts, and these animals are currently increasing in numbers. Others, however, like the North Atlantic right whale, are still endangered. Here are some examples of animals that have been helped and others that are still threatened:

- The **brown pelican** was saved by the formation of the first wildlife refuge, called Pelican Island, in Florida. 

- A law that made it illegal to hunt the **American alligator** saved this species.

- The **California condor** was saved by the efforts of scientists who captured the last remaining wild California Condors and set up conditions that would help the condors to produce young in captivity. Since this effort was successful, conservationists are currently reintroducing condors to the wild in a protected area.

- Scientists help the **giant tortoises** of the Galapagos Islands survive by collecting their eggs to protect them from predators that might eat them.

- The **black-footed ferret**, one of the rarest of North American mammals, is threatened by the destruction of prairie dog towns because it depends on prairie dogs for food. Scientists are trying to find out how to save the black-footed ferret, but it may be too late.

- **Elephants** and **rhinos** are protected in parks in Africa. However, they are seriously endangered by the destruction of their habitat and by poachers who hunt them illegally for their tusks or horns.


Find out about other endangered species and what you can do to help them at:

- **Kids' Planet: Defend It!**
  www.kidsplanet.org/defendit
  Explore activities, games, and more while learning what you can do to help endangered animals and their environments.

- **Bagheera in the Wild**
  www.bagheera.com/inthewild/classroom.htm.
  This site is filled with information and activities about endangered animals and what can be done to help them survive.

If you'd like to read about the lives of some famous conservationists, look in a library for:

- **Naturalists, Conservationists, and Environmentalists** by Eileen Lucas (Facts on File, 1994).
  ISBN: 0-8160-2919-9
  This book profiles 10 Americans who have worked over the past two centuries to understand, document, and protect the natural wilderness of the United States. These men and women come from all walks of life and include the artists, authors, scientists, and diplomats who founded such institutions as the Sierra Club and Friends of the Everglades. These leaders will inspire nature lovers to do their part in the ongoing struggle to preserve this country, and the world for all its living inhabitants.

What You Can Do:

If you feel strongly about the need to keep whales or other endangered wildlife from disappearing, you can begin your own publicity campaign to save them. This project will give you ideas about finding information, planning your campaign, and creating your publicity materials. Your efforts might make a difference!

Finding Information about Endangered Animals:

Efforts to save animals such as condors, tortoises, and elephants already get a lot of publicity because the animals are well known. However, many smaller and less glamorous animals are also endangered. Remember, all endangered species are important. While endangered insects might seem less significant than the California condor, they may be an essential part of the food chain that feeds the condors! There are probably endangered animals in your own state. You may be able to help them survive by letting people in your area know that these animals are in trouble.

Start by calling, writing, or emailing the agency in your state that is responsible for wildlife. In some states that is the Fish and Game Commission. In other states it is part of the Environmental Protection Department. You will have to be a detective to find

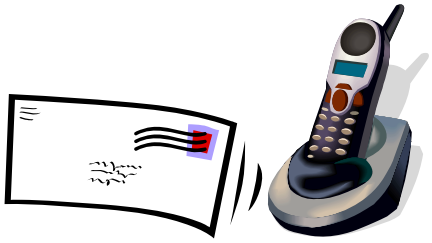
the mailing address, email address, and telephone number. Here are some suggestions of places to look:

- The telephone directory blue pages, which list government phone numbers
- The Blue Books, a set of books about state government that you should find in the public library
- A directory to state government offices
- A local science museum or nature center
- Your state government's webpage. Try using a search engine such as **www.yahooligans.com** to find the web address for your state.

Once you have the address, write a letter or email asking for information about endangered animals in your state. Explain that you would like to join the effort to save them, and ask for any lists, brochures, and pictures that the agency can provide. They may even be able to direct you to websites about the cause. Be sure to end the letter or email with a statement of thanks. Follow the standard format you have learned for business letters, using your best handwriting. Don't forget to include your name and address!

You may be able to telephone for the information, but be sure to ask permission if you are going to make a long distance call. If you have not made a business call before, you may want to practice with a friend. Explain your project briefly and ask for information. Remember to speak clearly and politely and to give your name and address, spelling them out if necessary.

Your state agency can give you information about endangered animals in your own state. If you want to find out more about endangered animals that live in other parts of the world, you can contact the following organizations:



- **World Wildlife Fund**
  1250 24th Street, NW
  Washington, DC 20037
  Telephone: (202) 293-4800

- **International Union for Conservation of Nature and Natural Resources**
  USA Multilateral Office
  1630 Connecticut Avenue NW, 3rd Floor
  Washington, DC 20009-1053
  Telephone: (202) 387-4826
  Email: postmaster@iucnus.org

You may choose to visit organizations' websites for information instead of writing or calling them. The Internet may be one of your best research sources. Listed below are some great websites to search.

- **World Wildlife Fund: Act**
  http://www.worldwildlife.org/act/
  This website gives tips about how you can be involved in protecting endangered animals.

- **IUCN-USA**
  http://www.iucn.org/places/usa/
  This site gives you information about the work the IUCN is doing to conserve the environment.

- **National Parks Conservation Association**
  http://www.npca.org/wildlife_protection
  This site includes facts about America's wildlife and how you can protect it. It also includes a cyber-safari where you can explore some of our nation's protected wildlife!

Your state government's webpage may have links to information about endangered animals in your state. Use a search engine site like Yahooligans: **www.yahooligans.com** or Ask Jeeves for Kids: **http://www.ajkids.com** to find your state's website.

Books are always a great source for research. You may ask your teacher's permission to go the school library or ask a parent to take you to the local library. If you are interested in one animal in particular, use the card catalog or library database to find books on that animal. You can also ask the librarian to help you find what you need. Some good books to look for are:

- **Endangered Animals** by John Bonnett Wexo (Wildlife Education, Ltd., 2001).
  ISBN: 0-9379-3411-9
  This book explains how many animals became endangered and what people are doing to try to save them. It also has lots of photographs of endangered animals.

- **Extremely Weird Endangered Species** by Sarah Lovett (Avalon Travel Publishing: 1996).
  ISBN: 1-5626-1280-8
  This book focuses on twenty-one endangered and why they are endangered. Reasons include such things as human development that changes habitats, over-hunting, fashion demands on animal skin, pesticides that climb up the food chain, and the introduction of non-native species (even house cats can do damage).

- **Endangered Monk Seals** by Bobbie Kalman (Crabtree Publishing Company, 2004).
  ISBN: 0-7787-1851-4
  This book covers the habits, life cycles, habitat, and food of monk seals and explains what factors have led to the seals' status as an endangered species.

- **Endangered Wetland Animals** by J. David Taylor and Dave Taylor (Crabtree Publishing Company, 1991).
  ISBN: 0-8650-5540-8
  Even though the wetlands cover less than 2% of the earth's land area, the range of habitats provided by these freshwater areas is vast. Pollution and waste threaten the continued existence of the many species that inhabit these fragile regions. This book highlights ten of these endangered animals with many pictures and explanations of how they became endangered.

If you can't find these books, don't worry. There are many other good books on this topic. You may also want to ask the librarian to help you find magazine articles.

Choosing an Animal:

When you have collected information from the many sources you have available, read through everything carefully. Is there a particular animal that seems to be in more danger than others? Is there an endangered animal in your immediate area? Is there one animal that you find more interesting or appealing than the others?

Choose one animal on which to focus your publicity campaign. Remember that you can always do another campaign on a different animal. If you need additional information about the animal you have chosen, look in the library or on the Internet.

Planning Your Publicity Campaign:

Once you have selected an animal and have collected information about it, you need to start planning a publicity campaign for your school or town. Posters, fliers, brochures, and display boxes are all good ways to get people's attention.

Think about where you can display posters or distribute fliers or brochures in your community. Is there a community bulletin board or tourist information office in your town? Do some stores offer space to display posters? Is there a busy corner where you could hand out fliers to people? Can you set up some sort of display in the town hall or community center? Are any civic groups, clubs, or churches in the effort to save wildlife?

Decide on the best places to present your message. Remember, you want to get information to as many people as possible. When you have picked a few good places, ask the appropriate people for permission to put up posters or other displays, or to hand out brochures or fliers. Some communities have ordinances, or laws, that require permission from the town or city government before handing out material. Check on this.

Also, be sure to ask your parents if it's all right before you hand out anything. They will probably want to arrange for an adult to go with you.

Creating Your Publicity Materials:

The type of publicity materials you create depends in part on the location or locations you have chosen. In any case, you want your materials to be eye-catching and informative. Here are some general ideas for ways of presenting information so that it will be noticed.

- *Facts using numbers:* Did knowing that there are only 300 North Atlantic right whales left in the world inspire you to help them? Letting people know facts like these about your species might motivate others to help, as well! You may want

to include facts that answer these questions: How many of the animals are killed each year? How much has the population decreased in recent years?

- *Charts and Graphs:* How can you make a visual representation, or picture, that shows the decrease in the numbers of your animal over several years?

- *Photographs and pictures:* Are there some pictures in the information you have that you can use? Can you draw some striking pictures to illustrate the problem? Might you find some useful illustrations or photographs on the Internet?

Posters

Posters are an excellent way to attract people's attention. They should be simple and eye-catching and use only a few words to get your message across.

On scratch paper, work out several designs for posters. Perhaps you can make up three or four different slogans to use on a series of posters. Decide what kind of illustration to use in each design – a picture, a map, a graph, and so on. Also work out the colors you want to use. Posters usually look best and are most clear when they use no more than three colors.

When you are satisfied with your designs, transfer each one to heavy construction paper or poster board. Use poster paint or markers to color in the pictures, maps, graphs, and so on. You can do the lettering freehand, or you can use stencils. If you have access to a computer and printer, you may even choose to make your posters using these tools. This may be a faster option, but it may limit how large you can make your posters. Be sure to ask permission from your teacher or parents before you use the printer. Try to make at least 2-3 posters. They can all be different, or you can repeat one or two designs. It's your decision!

Fliers

Fliers are single sheets of paper that you hand out to people. To make a flier, you can adapt a design you used for one of your posters, or you can make up a new design. Using a computer for this part of your publicity campaign may be very helpful. Again, be sure to get permission before you print multiple copies of your flier on a computer. If you will be making copies of your flier on a black and white copy machine, remember to design your flier in black and white.

Be sure your illustrations will show up clearly when they are reproduced. If you like, you can use stencils on your fliers for any words. However, if you decide to include more written information, which is possible on a flier, you may want to type your message.

Display Box

If there is a suitable place for it in your community, you may want to make a display box. Start with a large cardboard box. Ask an adult to help you cut out one side of the box. Paint the inside and outside to cover up any writing on the box.

The large box will give you lots of space for mounting posters and other pictures or materials. You can even paint posters right onto the box. You can also hang articles inside your display box with thread or fishing line. You may want to design and make a scene to set up inside the box. There are many other ways of creating a display. Be creative!

Getting More Publicity

You may be able to increase the number of people who get your message about endangered animals if you write a letter about your campaign to the editor of your local newspaper. Send the newspaper some photographs of your work as well. You can also invite members of local, state, and national wildlife protection organizations to see what you have done, or your can send photographs or examples of your work to organizations. How else might you publicize your endangered animal's cause?

Want to help even more?

If you're still interested in helping endangered animals and the environment, there are many campaigns that you can take part in! Ask your teacher to get your class involved in one or more of these campaigns:

- **Buy Different, Live Different, Be Different—Make a Difference Campaign**
  http://www.ibuydifferent.org
  Because spending habits affect the environment, sometimes taking away animals' habitats, this campaign challenges young people to make their purchases more environmentally friendly.

- **Pennies for the Planet**
  http://worldwildlife.org/pennies/index.cfm
  This campaign depends on students just like you to raise money for environmental causes.

- **Federal Junior Duck Stamp Program**
  http://duckstamps.fws.gov/junior/junior.htm
  This program mixes the study of art and science to help students understand wetlands and waterfowl conservation. A contest within the program allows children to have the chance to have their original artwork made into a stamp that funds wetlands conservation!

- **World Wide Wolves: Wolf Discovery Program**
  www.kidsplanet.org/tt
  This program teaches students about wolves' decreasing populations and allows them to become scientists while helping conserve America's wolf populations.

Congratulations! You have committed your time and energy to a valuable effort to save an endangered animal. But remember, it takes time to bring about change. If endangered animals interest you, you may want to keep up the good work. With patience and dedication, you can make a difference!

Where in the World?

Create A Travel Guide!

Outside
Travel Guide top ten finds

Way to Go
The Lodge Report

Pillow Talk

From an indian safari camp to a renovated Spanish mill to a Costa Rican river lodge, this year`s buzz on our top ten finds worldwide.

COSTA RICA
Pacuare Lodge

PERU
Manu Wildlife Center

NAMIBIA
Camp Syncro

PANAMA
Bocas Inn

SPAIN
Molino La Farraga

AUSTRALIA
Prairie Hotel

INDIA
Bhorelli Fishing and Eco Camp

SWITZERLAND
Les Sapins

BRITISH COLUMBIA
Nature Trails Wilderness Lodge

UNITED STATES
Vallecitos Stables and Guest House

Where in the World?

Create a Travel Guide!

Have you ever been on an airplane, train, or car trip? Going someplace new is always an adventure. Is there a certain type of place that you and your family enjoy visiting? For example, does your mother's love for Civil War history bring you to old battlefields on your family vacations? Does your father's interest in marine biology bring you to aquariums, beaches, or on whale watches in different areas of the world? If you could go on a vacation to explore any of your interests, what type of places would you visit? Would you choose zoos, baseball fields, aquariums, national parks, pyramids, cathedrals, castles, skyscrapers, or countries of the former Roman Empire? What places spark your interest?

Do you think you might enjoy learning more about places you would like to visit? If so, you can do research about these places and then develop your own travel guide! This way, you can share the places that interest you with other people.

Getting Started

Travel guides can be found in many forms, from pamphlets and books to websites. Most often, however, authors bind the information they collect in the form of a **book** or **booklet** that includes photographs, pictures, maps, and interesting information about each destination. You may choose to make your travel guide in this form, or you may choose to present your travel guide in a different way, depending on what interests

you and the materials available to you. For now, however, you will need only pencils, a **Writing Notebook**, and some great ideas!

Brainstorming Topic Ideas and Preliminary Research

With your pencil in hand, think about the types of places that you like to go or have always wanted to go and write them in your writing notebook. There is nothing too silly or far-fetched for this part of the writing process. Write down any ideas that come to mind. For example, do you love art? Perhaps you would enjoy making a travel guide to art museums in the United States. Are you a baseball fan? Maybe you could make a travel guide to different baseball fields across the country. Do you love outer space? You might like making a travel guide to the planets in our solar system.

Once you have chosen your topic for your travel guide, you will need to narrow the subject to a manageable size. It probably isn't possible to make a travel guide to *all* of the art museums in the world, or even in the United States. Instead, you may choose to include the art museums that are of the most interest to you. Or maybe you would prefer to make a guide to all of the art museums in a particular city. The choice is yours. You will probably have a better idea about how to narrow your topic once you do some preliminary research.

Finding Information for Your Travel Guide

What types of questions do you think a person might have before a trip to the places in your travel guide? Some questions you may want to answer through your research are:

- Where is the place you are recommending? Look for maps showing its location in the world.
- What is interesting about this place? Why would your reader want to go there? Are there any intriguing facts, exhibits, or events that have happened there?

If you have never done research before or if you would like a review, a good site to help you get started is:

- **The KYVL Kids Research Portal**
  http://www.kyvl.org/html/kids/f_portal.html
  Hop aboard the Research Rocket for a research tutorial. When you are ready to start your project, jet directly to the Research Frontier planets to explore encyclopedias and the Kentucky digital library.

A book that may help you structure your research is:

- **The New York Public Library Kid's Guide to Research** by Deborah Heiligman (Scholastic: 1998).
  ISBN: 0-5903-0715-0
  This guide offers help in selecting a research topic and guides the student through the research process. Here you will find information about using a library database or card catalogue, finding cool facts on the Internet, and how to write away for information you can't find at the library or online.

Your school and public libraries are great places to start your research. Check the card catalog or library database for key words that related to your topic. For example, if you're interested in traveling to different castles in the world, check the card catalog for the subject headings *Castles* and *Middle Ages*.

You will soon find that there are probably hundreds of places related to your topic that you would like to visit, and you will begin to understand why you need to narrow your subject. Some ways to focus your research are listed below:

- Choose sites relating to your topic from around the world, focusing on those that most interest you. For example, if you are making a travel guide about castles, you may want to select only the largest, grandest, or most unique castles.
- Choose sites relating to your topic in a small geographic location, e.g., art museums and galleries in New York City.
- Choose sites by historical relevance. Again using the example of castles, you may want to include only castles from a particular era and place—say, sixteenth century, European castles.

If you have other ideas, of course you should use them. This is your travel guide and should reflect your interests.

As you continue your research, remember that most libraries have some **guidebooks** that tell tourists what to look for when they travel to an area or a country. The guidebooks for the countries that are home to places you would like to visit may have information about the more famous destinations and maps showing their locations.

Don't forget to use **encyclopedias** as a source of maps and information. In addition, if possible, visit a **travel agency**. You may be surprised at all the free pamphlets and booklets available to you. All are full of information and most have beautiful, colored pictures. You may want to write to the **board of tourism** of the country or state where the destinations you will be writing about are located. Ask them to send you information about the places you would like to visit. These agencies produce a wealth of information for tourists, and most of it is free. To find state boards of tourism, try this site:

- **Chamber of Commerce**
  http://www.chamberofcommerce.com/forms/search_statetourism_boards.htm
  Enter the name of any state to locate Tourism Boards in that state. Find addresses, phone numbers, email and website links.

To find tourism offices for countries around the world, search:

- **Tourism Offices Worldwide Directory**
  www.towd.com
  The Tourism Offices Worldwide Directory is your guide to official tourist information sources like government tourism offices.

These agencies will likely produce a wealth of information for your project, and most of it is free. Remember to be patient if you write to an address in a foreign country. Your letter may take several weeks to get there, and the information may take several weeks more to get back to you. You may choose to email the offices in order to make this process a little bit faster. Either way, it'll be worth the wait! You'll be very glad to have all the colorful brochures when it's time to find pictures for your own travel guide.

The Internet is also a wonderful source for finding information. A couple of good search engines to explore are www.ajkids.com and www.yahooligans.com. You can search these sites much the same way that you search a card catalog. Just type in words that pertain to what you are studying!

Be sure to keep your notebook and pencils close at hand as you read. Then you can make a note of anything that grabs your interest. As you read, you may want to ask yourself questions such as the ones listed below.

- If your guide is about particular kinds of buildings, such as pyramids, when were they built? Who built them? What was the purpose in building them? Is this building unique in any way?

- If your guide is about different museums, what special exhibits do these museums house? What makes each museum unique?
- If you're studying historical sites, what events happened there to make them points of interest for tourists?
- Are there any stories about these places of interest?

Try to think of your own questions that you would like to explore for your project.

Sorting Out Your Information

As you read about your chosen destinations, you will probably find much more information than you need for your travel guide. If you try to include everything you learn or even everything you find exciting, you could end up with a travel guide as long as an encyclopedia! You have to decide which information to keep and which to leave out. You will probably go through this sorting out process more than once before you have your finished product. Don't forget, though, that the authors of the books you are reading had to do the same thing!

When you look at your notes, you may find that you are most interested in some particular aspect of your places of interest. For example, you may like one certain type of castle or castles that have interesting histories. Your travel guide should concentrate on what interests you most, and the places you want to go.

Planning Your Travel Guide

Once you have completed your research, a good way to start writing your travel guide is to make an outline of it first. Make your outline in your **Writing Notebook.** You can follow this form for each of your places of interest if you like:

I. Name the point of destination

A. Where is it located?

B. What is special about this point of destination?

C. Why would the person reading your travel guide want to go there?

Hint: the reason you find this place interesting may make it interesting to the reader, as well!

D. Give any other information that you think the reader should know about this destination.

Repeat this process for all of the places you will include in your travel guide.

Text for Your Travel Guide

Now that you have an outline of your travel guide, you can write a rough draft of the text, or the words, of your book. It is very important to think about who will be using your travel guide so you can make your words suitable for your audience.

Read over your text several times to be sure it says what you want it to say. Ask a friend to **proofread** your text for you to check for incorrect spelling and grammar. You

and your friend may want to use the **proofreading checklist** below to help with the editing process.

Proofreading Checklist

Ask yourself these questions:

- 1. Did I spell all the words correctly?
- 2. Did I indent each paragraph?
- 3. Did I write each sentence as a complete thought?
- 4. Do I have any run-on sentences?
- 5. Did I begin each sentence with a capital letter?
- 6. Did I use capital letters correctly in other places?
- 7. Did I end each sentence with the correct punctuation mark?
- 8. Did I use commas, apostrophes, and other punctuation correctly?

Pictures and Maps



Before writing out a clean, neat final draft of your travel guide, decide where you would like to place illustrations, photographs, or maps. Select the pictures you want to use and decide how to display them. You may want to draw your own pictures based

on the illustrations in the books or other materials you used. If you like, you can use tracing paper or other thin paper to trace pictures, parts of pictures, or maps. Then you can glue or paste your tracing to a piece of construction paper or other paper. You may decide to leave your pictures in black and white or to color them with markers, paints, or crayons. You may decide to cut out and use photographs from the pamphlets and brochures you've collected, or print some off the Internet.

Since your travel guide may cover destinations over large area of land, you may want to print a map off the Internet to plot all of your destinations on a map for the cover of your guide. You can print maps of the whole world, countries, or regions at this site:

- **National Geographic Xpeditions: Atlas**
  www.nationalgeographic.com/xpeditions/atlas
  This site has hundreds of printable maps of countries all over the world.

Putting Your Guide Together

Once you have planned out where you would like your text and pictures to go in your travel book, you are ready to create your final draft. You will now have to choose a way to put your guide together. You can use a three-ring binder or a scrapbook or maybe you can think of another way you would like to use. A couple of books with great ideas for bookmaking are:

- **Cover to Cover** by Shereen LaPlantz (Sterling Publishing: 1998).
  ISBN: 0937274879
  This book is filled cover to cover with creative ideas for making books. Learn basic folding, pasting, and binding techniques as well as more complicated methods for creating "alternative" books.

- **Making Books by Hand** by Mary McCarthy & Philip Manna (Quarry Books: 2000).
  ISBN: 1564966755
  Illustrated step-by-step instructions show book lovers how to make their own journals, scrapbooks, and more.

You can find some bookmaking ideas on the Internet, as well.

- **Making Books: Kids' Page**
  www.makingbooks.com/kids/
  The Kids Page was created to get you started making books. There are directions for some simple books in the Bookmaking Projects section. The materials are easy to find and the directions are easy to follow.

What other ways can you think of to present your research? Is there any way you might use the computer to make your travel guide?

Finally, you need to decide what kind of cover to make for your travel guide. What will the title be? Should there be a picture or map?

Sharing Your Travel Guide

When your travel guide is finished, display it in your classroom or school library. You probably have learned a lot by doing this project, and now your research can help others learn, too!

No doubt, this project inspired you to learn more about the world – it's such an interesting place! If you'd like, keep researching about this topic or begin investigating another area that sparks your interest. Go ahead! The world is waiting for you to explore it!