



JAMES HARGEST COLLEGE KEEP FAITH

Class:



TOP SECRET DOSSIER

Year 9 Information Literacy
2012

This Book Belongs To:



Things you need to be able to show in your report include:

<p>Purpose and Audience</p> <ul style="list-style-type: none"> Shows awareness of purpose and audience through content, language and writing style. 	<p>Structure</p> <ul style="list-style-type: none"> All parts of the report are in place. Paragraphing is evident. Ideas are developed.
<p>Content and Ideas</p> <ul style="list-style-type: none"> Clear title and paragraph structure. Facts are used to expand main points of the report. Bibliography is appropriate. 	<p>Vocabulary and Language</p> <ul style="list-style-type: none"> Factual, descriptive language is used. Technical language is used appropriately. Sentence types are used for effect.
<p>Surface Features</p> <ul style="list-style-type: none"> Complex spelling and vocabulary is used. Punctuatuon is used correctly. Tense and language patterns are accurate. 	

Year 9 Research and Record the Process

Level 3 Merit	Level 4 Merit	Level 5 Merit
Decides on 1 question	Decides on 2 questions	Decides on 3 questions
Uses 1 source to answer question	Uses 2 sources to answer questions	Uses 3 or more sources to answer questions
Attempts to select relevant information in 1 dot jot format	Completes 2 dot jot note formats selecting relevant information	Completes 3 or more dot jot note formats selecting relevant information
Presents information with minimal organisation but attempts to address question	Presents information with some organisation and addresses the research questions	Presents information with appropriate structure addressing research questions with detailed explanation, generalisations and judgements



TOP SECRET DOSSIER

FOR THIS ASSIGNMENT:



You need to imagine you are a **Special Agent** working for a secret government department putting together a **dossier** (information) on an important target (person) in a world on the brink of nuclear war.

Your boss (teacher) expects you to do a background check on your chosen target and then present your findings to the other agents (class), in order to persuade them why your person should *or* should NOT gain a place in the government nuclear bunker should war break out.

STEPS TO TAKE:

1. Decide on your target (person) from the resources provided.
2. Create a Your Fakebook page.
3. Select a question to use from page 8 of this booklet.
4. Find at least TWO sources of information from books, encyclopedias, magazines and newspapers to help answer your questions. You may do further research if you wish.
5. Use Dot Jot Notes to record relevant information for your dossier.
6. Put together your dossier (list of information) about your person.
7. Present your information according to your teacher's directions.

SEE HOW TO...

Set out your Fakebook page - Page 6

Set out your Dossier - Page 14

ASSESSMENT - LEARNING INTENTIONS:

To understand:

- where to gather information on a particular topic
- how to select relevant information
- how to use Dot Jot notes
- how to use information from Dot Jot notes
- how to record sources of information used (in a bibliography)
- how to present information effectively



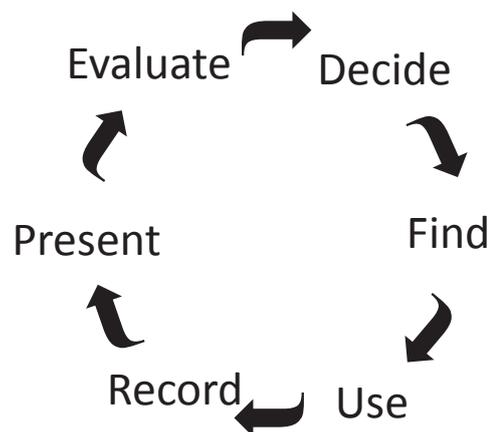
INFORMATION LITERACY

To be *information literate* is to have the ability to:

- Know what you need to find out
- Know how to find information
- Decide if what you find is useful and correct
- Learn more for yourself
- Organise the information you find
- Communicate your new learning to others

If you have these skills, you have the tools for lifelong learning

RESEARCH



When you are working on an assignment, if you follow these six easy steps you are sure to be successful

Remember that what you do (the process) is as important as what you find out (the product)



PRIOR KNOWLEDGE

When you start researching your aim is to find out something you didn't know before. Before you start, remind yourself of what you already know. This is called prior knowledge.



Prior Knowledge of my Target

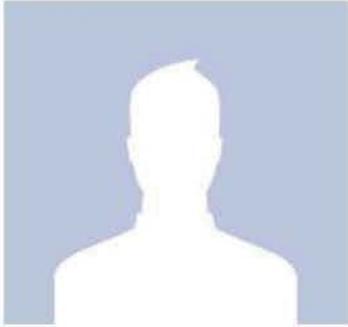
NAME OF TARGET:

WHAT I KNOW ALREADY:

I know what prior knowledge is

(tick)





Friends
[add]

NAME: _____

[Edit Profile](#)

OCCUPATION: _____

DATE OF BIRTH: _____

DATE OF DEATH: _____

BIRTHPLACE: _____

Friends and Family

Update Status (or background)

People You May Know

What's On Your Mind? What did you do today?

Arts and Entertainment _____

Favourite Music _____

Favourite Books: _____

Activities and Interests: _____

Recent Activity: _____

Email Address: _____



Mary Queen of Scots

[Edit Profile](#)

AKA: [Mary Stuart/ Mary I of Scotland](#) D.O.B: [8th December 1542](#) D.O.D: [8th February 1587 \(aged 39\)](#) Job: [Queen of Scotland](#) Reign: [1542- 1567](#) Countries lived in: [France, Scotland, England](#) Nationality: [Scottish](#) Religion: [Roman Catholic](#)

[\[Add Post\]](#)

[Friends](#) [\[add\]](#)



[King James V of Scotland](#)



[James II of France](#)



[Henry Stuart, Lord Darnley](#)



[James Hepburn, 4th Earl of Bothwell](#)



[Mary of Guise](#)



[Robert the Bruce](#)



[James II of Scotland](#)



[Margaret Tudor](#)



[Francis, Duke of Guise](#)



[James I of Scotland](#)



[Catherine de' Medici](#)



[Margaret Carwood](#)



[Charles IX of France](#)



[Mary Queen of Scots](#)

JUST PLAYED 'WHAT ARE YOU FAMOUS FOR?' HER RESULTS WERE: * BEING BEAUTIFUL *FOR BEING HELD PRISONER FOR 19 YEARS *FOR BEING EXECUTED

7 April 1568 | [comment](#)



[Mary Queen of Scots](#)

I feel as though I have little rights, even though I am considered royalty. Because men are considered superior I have always had to do what my husband or what my captors have instructed. I feel that my Roman Catholic religion is restricting me. I wish that it was easier. There are so many restrictions in place.

15 April 1568 | [comment](#)



[Charles IX of France](#) I can't promise it will get easier, Mary! Stay positive :)

16 April 1568



[Mary Queen of Scots](#)

In this day in age we rely upon a very strong monarchy. The rich are very rich and the poor are extremely poor. The average age is approximately 35 years and up to 50% of children die before they reach the age of 16. With foods like potatoes very sparse, the main foods include venison, blackbirds and larks. Most people live in small huts of one to two rooms.

29 May 1568 | [comment](#)



[James I of England](#) Wow, you have been doing lots of research!

29 May 1568



[James Hepburn, 4th Earl of Bothwell](#) It will be interesting to see what the future brings. Good observations, Mary.

29 May 1568



[James I of England](#)

All is going well, Mother. Please take care.

21 May 1568 | [comment](#)



[Mary Queen of Scots](#)

I cannot believe that I may be able to escape imprisonment. I cannot wait to see my son, James again. I miss him so much.

20 May 1568 | [comment](#)



[Mary Queen of Scots](#)

I believe that it is possible for people to live longer and for women to have more rights. I'm sure that in a hundred years people will have a better quality of life in comparison to the 1500's.

19 May 1568 | [comment](#)

REFERENCE BOOKS

Reference books give you fast information and reliable sources so the *REFERENCE SECTION* is a great place to start your research

Match the reference books with their definitions

Encyclopedia	A collection of maps of a country or area
Dictionary	A book or set of books giving information on all subjects or on a general subject
Year Book	It contains magazine and newspaper articles
Atlas	A source that helps you with spelling, meanings and foreign words
Information File	A source containing up-to-date statistics on a country or the world for a given year

I know what books are in the reference section (tick)

List below some possible sources of information you could use to help you:

1. _____
2. _____
3. _____
4. _____



KEY QUESTIONS

The whole point of your research is to find the answers to specific questions using different types of sources (REMEMBER, you need to record where you got the information from).

Choose **ONE** of the following questions to use for your research

1. How did this person make a difference to or improve society?
2. What was the world like during this person's lifetime?
3. How did other people help this person to achieve?
4. What was their family life like?



MY QUESTIONS

1. What is my target person famous for?

2. _____

I am learning how to ask interesting and challenging key questions

(tick)



MAKING DOT JOT NOTES

Key Question 1: What is my target person famous for?

Keywords to use when searching

Source 1

Title:
Author:

Publisher:
Year of Publication:
Place of Publication:

Source 2

Title:
Author:

Publisher:
Year of Publication:
Place of Publication:

Source 3

Title:
Author:

Publisher:
Year of Publication:
Place of Publication:



MAKING DOT JOT NOTES



MAKING DOT JOT NOTES

Key Question 2: _____ ?
Keywords to use when searching

Source 1

Title:
Author:

Publisher:
Year of Publication:
Place of Publication:

Source 2

Title:
Author:

Publisher:
Year of Publication:
Place of Publication:

Source 3

Title:
Author:

Publisher:
Year of Publication:
Place of Publication:



MAKING DOT JOT NOTES



MY DOSSIER

Introduce Your Person



Question 1

Question 2

Reason why your person should/should not have a place in the bunker

Most useful resource and why



MY DOSSIER

MARY QUEEN OF SCOTS
otherwise known as Mary 1st
DOB: 8 December 1547
Died: 8 February 1587 (aged 39)
Nationality: Scottish



What is one thing Mary Queen of Scots is famous for?

She is famous for being very beautiful, for being held as a prisoner by Elizabeth 1st for almost 20 years and for being executed. Elizabeth 1st had her beheaded as she was a threat to the English throne.

What challenges did she face in her life?

Women in Tudor England, even royal ones, didn't have many rights and many of them were treated as chattels. Mary had to do what her husband said and when he died she had to do what her captors said. She had to choose between remaining true to the Catholic Church and her faith or being safe and accepting the Protestant religion. She was executed mainly because she was Catholic.

What was the world like during the life of Mary Queen of Scots?

Tudor England had a very strong monarchy. The rich were very rich and the poor were very poor. Life was very hard with the average age only 35. Up to 50% of children died before they reached 16. Potatoes hadn't been introduced to England and the main foods were venison, blackbirds and larks. Most people lived in villages in thatched huts with only 1 or 2 rooms. Rich people spent their time hunting, jousting or fencing while the poor played a kind of football and enjoyed watching plays.

Most Important Fact:

That Mary queen of Scots had a tragic life, almost half of it spent imprisoned, separated from her only living son. Even though she was never an English monarch her son James did go on to become King James 1st of England after the death of Elizabeth 1st who never married and left no heirs.

Lesson to be Learned:

That living in the 21st century has a lot more benefits than the 16th century. We now live longer and women have rights in law that they didn't have during the time of Mary Queen of Scots.

Most Useful Resource and Why:

Encyclopedia Britannica Online through EPIC Databases - as it gave me just little bits of information that I could then back up in a print encyclopedia. It was good to have a way of taking notes that helped me put my dossier together more easily

MY BIBLIOGRAPHY

From your **DOT JOT NOTES** write *all* your sources in the box below

Try to put them into the correct order

Use the example of the previous page if you get stuck



I know that a bibliography should include all sources in alphabetical order

(tick)

I know what details I need to include for each source

(tick)

BIBLIOGRAPHIES

Acknowledge all your sources of information in a bibliography. This is also sometimes referred to as: citing or citation or referencing. All sources (books, internet sites, videos, people, organisations, etc) should be listed together in alphabetical order (by author's surname).

Include: Author's surname and initial, title, publisher and place of publication, date published.

BOOKS

Single Author

Brown, S, Wetlands, Wayland, London, 1998

Multiple Authors

Higgins, G, Cronin, L & McDonald, J, Presenting Australia's National Parks, Child & Henry, Brookdale, 1986

No Author

Birds of Australia, Conservation Society, Brisbane, 1997

ENCYCLOPAEDIA

Author

Horton, Dr D, Carved Trees, The Encyclopaedia of Aboriginal Australian, Aboriginal Studies Press, Canberra, 1994

No Author

Inventions, The World Book Encyclopaedia, vol. 1, no. 10, World Book, London, 1996

MAGAZINE / NEWSPAPER ARTICLE

Author

Henderson, G, The Wreck of the Sirius, Australian Geographic, no. 29, 1998

No Author

The Reef in Brief, Wildlife Australia, Autumn, pp18-19, 1995

INTERNET

Martin, S Feminism Today, Retrieved 11 November 2004 from www.fem.org.au/femisismtoday.html, 1999

CD ROM

Guinness Disc of Records (CD ROM) Retrieved January 10 1999 from Britannica Software, 1996

VIDEO

The Great Barrier Reef, (Video) Australian Videos, Adelaide, 1998



PATHFINDERS

Use the following pathfinders to help keep your research on track

DECIDE

-  I have decided on my target and come up with **key words and question**
-  I have written my 2 questions on my **Dot Jot pages**

FIND

-  I have checked the **Reference Section** for resources
-  I have looked up my person in an appropriate **Encyclopedia**
-  I have looked up the **OPAC (library catalogue)** using my keywords

USE

-  I have used **books** and found information by using the Contents and Index pages
-  I have thought about whether **magazines** would be useful

RECORD

-  I have used my notes in the **Dot Jot Notes** to complete my Dossier
-  I have completed my **bibliography** of resources used

PRESENT

-  I have **briefed the other agents** according to the boss' instructions



RESEARCH EVALUATION

NAME:

FORM:

This is the final step in the process

Once you have finished your assignment it is really tempting just to pack up and forget all about the research you did. BUT that won't help you learn from your mistakes or give you credit for what you did well.

REMEMBER

The reason you are asked to research is to help you to find out new information about a topic; and also to help you to LEARN HOW TO LEARN

So, consider and answer the following questions:



What worked really well? Which resource was the most useful to you for this assignment? (Plans / reference area / books / note taking techniques / bibliographies / etc)



What didn't work so well? Which resource didn't have information you were searching for? (Key words / timing / presentation / etc)



What will I do differently next time? Which resource will you use for your next search?



SELF EVALUATION

THE RESEARCH PROCESS	Yes	No
DECIDE		
I know how to select key questions		
I know how to decide which key words to use		
FIND		
I know where to go to get information		
I can use the library Web OPAC - library catalogue		
I can use the Reference Section		
I can use at least one EPIC database		
I know how to choose the best sources		
USE		
I can skim and scan to find information on my topic		
I can select just the information I need		
RECORD		
I can use Dot Jot notes to record the information I find		
I can organise the information I find		
I can write a bibliography to show which sources I have used		
PRESENT		
I can make sense of the information I have		
I can use the information to answer my key questions		
I am able to present the information in a way that makes sense to others		
EVALUATE		
I can work out what I did well		
I can work out what I need to improve on next time		
I can stay on task using a Research Pathfinder		

	Some of the Time	Most of the Time	All of the Time
I completed the tasks			
I tried my best			
Teacher Comments			
Librarian Comments			