

## The Big 6 Research Outline

Steps	Skills	6	7/8	Standards	
<b>Step 1: Task Definition</b>					
1.1: Define the problem	1.1 - <b>Develop</b> the Essential Question/Thesis Statement. - <b>Brainstorm</b> possible research questions to support the essential question or thesis statement. - <b>Categorize</b> research questions according to levels of abstraction i.e. Bloom's Taxonomy. - <b>Choose</b> research questions		I  I  I	<ul style="list-style-type: none"> <li>• Vermont Standards: 1.18, 1.19</li> <li>• Vermont GCEs: IT 3, 5</li> <li>• Information Literacy Standards: 1.1, 1.3</li> <li>• National Educational Technology Standard: 6.1</li> </ul>	
1.2: Identify the information needed	1.2 - <b>Determine</b> the focus of your research. - <b>Identify</b> existing knowledge. - <b>Determine</b> additional knowledge needed. - <b>Identify</b> keywords and/or key phrases including broader and narrower terms.	I I I I	R R R R		
<b>Step 2: Information Seeking Strategies</b>					
2.1: Brainstorm all possible resources	2.1 - <b>Prepare</b> a search plan using keywords and phrases that have been identified. - <b>Brainstorm</b> possible print and electronic sources of information such as: books, encyclopedias, magazines, the Internet, databases, etc.. - <b>Brainstorm</b> resources in the library, the school and the community. - <b>Consider</b> that sometimes people are the best resource for information.	I  I  I	R R R R		<ul style="list-style-type: none"> <li>• Vermont Standard: 1.18</li> <li>• Vermont GCE: IT 5</li> <li>• Information Literacy Standards: 1.1, 1.3</li> <li>• National Educational Technology Standard: 5.3</li> </ul>
2.2: Select the best source	2.2 - <b>Select</b> the best sources considering availability, readability, accuracy, authority, currency and bias. - <b>Note</b> Internet domains (.com,.org, .gov) to select sites. - <b>Consider</b> specialized encyclopedias . - <b>Understand</b> the difference between primary sources (written by someone who was part of or witnessed an event) and secondary sources.	I	R  I I		
<b>Step 3: Location and Access</b>					
3.1: Locate sources	3.1 - <b>Locate</b> print sources using a key word or subject search on OPAC (library catalog). - <b>Locate</b> online sources using advance search options, Boolean Logic and specific domain.	I I	R R	<ul style="list-style-type: none"> <li>• Vermont Standard: 1:19</li> <li>• Vermont GCE: IT 5</li> </ul>	

I = Introduce

R = Reinforce

M = Master

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3.2: Find Information within sources	- <b>Select</b> appropriate search engines, i.e. Google versus Yahoo!igans.	I	R	<ul style="list-style-type: none"> <li>Vermont Strategic Reading Initiative Strategy: 3</li> <li>Information Literacy Standards: 1.5, 7.1</li> <li>National Educational Technology Standard: 5.1</li> </ul>
	- <b>Select</b> appropriate electronic databases for readability and content.		I	
	- <b>Use</b> web pages, phone books, etc. to locate experts in content areas.		I	
	- <b>Identify</b> community based resources		I	
	3.2			
- <b>Examine</b> the index or the table of contents of print sources to locate information	R	M		
- <b>Consider</b> bibliography as an additional resource for topics		I		
- <b>Use</b> keyword search for online or electronic resources.	I	R		
- <b>Select</b> links within the site.	I	R		

**Step 4: Use of Information**

4.1: Engage (i.e. read , listen, view)	4.1	I	R	<ul style="list-style-type: none"> <li>Vermont Standard: 1.19</li> <li>Vermont GCEs: IT 1, 2, 5</li> <li>Vermont Strategic Reading Initiative Strategies: 2, 3, 6, 7, 9</li> <li>Information Literacy Standards: 2.1, 2.2</li> <li>National Educational Technology Standard: 2.2</li> </ul>
	- <b>Skim</b> and scan print sources for relevant information while considering the unit or content questions and thesis statements.			
	- <b>Listen</b> and collect relevant information while considering the unit or content questions and thesis statements.			
4.2 Extract relevant information	- <b>Evaluate</b> sources for bias, accuracy, currency and authority.		I	
	4.2	I	R	
	- <b>Use</b> an effective note-taking strategy to glean relevant information (i.e. two-column notes, graphic organizers, etc...)			
- <b>Cite</b> the sources of information for a bibliography.				

**Step 5 : Synthesis**

5.1: Organize information from multiple sources	5.1		I	<ul style="list-style-type: none"> <li>Vermont Standards: 1.18, 1.19, 1.20, 1.21</li> <li>Vermont GCEs: IT 2, 3, 4, 5</li> <li>Vermont Strategic Reading Initiative Strategies: 5, 7, 8</li> <li>Information Literacy Standards: 3.1, 3.4, 9.1</li> <li>National Educational Tech. Standards: 3.2, 4.2</li> </ul>
	- <b>Use</b> a logical approach to combine information that has been gathered and create a new set of ideas that answer the essential question/thesis statement.			
5.2: Present the result	5.2		I	
	- <b>Decide</b> the format in which you will present your research (i.e. oral report, multimedia etc...)			
	- <b>Create</b> a bibliography of the sources using MLA or other format specified by the teacher.		I	

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Step 6: Evaluation				
6.1: Judge the result	6.1 - <b>Apply</b> an assessment tool to evaluate the project (i.e. rubric, journal reflection and/or survey)	I	R	<ul style="list-style-type: none"> <li>• Vermont Standards: 1.18, 1.19</li> <li>• Vermont GCE: IT 5</li> <li>• Information Literacy Standards: 6.1</li> <li>• National Educational Technology Standard: 3.1</li> </ul>
6.2: Judge the process	6.2 - <b>Draw</b> critical conclusions based on the evaluation of the process and the result.		I	

[The Official Big 6 Website](#) | [The Big 6 For Kids](#)

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