Keep Track of Notes and Sources

1. Focus

Explain Keeping Track of Notes and Sources

**Say:** You have your topic and your research question. Now it’s time to do the research. To make sure you get accurate information and facts when you research, you’ll take notes that answer your research question, and you’ll record the sources of your information. Today we’ll practice keeping track of notes and sources.

Model Keeping Track of Notes and Sources

Display the modeling text and the Note-Taking chart on chart paper or using the interactive whiteboard resources. Read aloud the modeling text and show how you take notes on it.

The problem that the colonists had with Great Britain actually began as a series of wars between Britain and other European powers. These wars were expensive for Britain. The last of these wars was the French and Indian War. It cost a lot of money and King George wanted the American colonists to help pay the costs. He passed a series of tax acts, including the Sugar Act in 1764. This act required colonists to pay a tax on sugar. Tax acts such as this one created tension and unrest in the British colonies.

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(from *The American Revolution* by Edelle Hunter, published by Prime Publishing)

Modeling Text

**Sample think-aloud. Say:** This is some information I found in a book about the American Revolution that provides some answers to my research question, “What were the causes of the American Revolution?” I write down the title of the book, the author, and the publisher. (If necessary, use a book from the classroom to show where to find this information.) *When I find something that answers my research question, I write the page number. Then I take short notes about what I read. According to this source, one of the causes of the American Revolution was the cost of wars for Britain. Britain wanted to get the colonists to help pay for these costs, so they passed laws that put taxes on items that Americans used, such as sugar. This page only mentions the Sugar Act, so I’ll keep looking to find information about other laws.*

<table>
<thead>
<tr>
<th>Research Question</th>
<th>What were the causes of the American Revolution?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>The American Revolution</td>
</tr>
<tr>
<td><strong>Author:</strong></td>
<td>Edelle Hunter</td>
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<tr>
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Strategies to Support ELs

Beginning
Pair beginning ELs with fluent English speakers during the partner activity. Keep in mind that they will not be able to contribute many ideas orally. You will want to work with them individually to reinforce concepts while other students write independently.

Intermediate and Advanced
Pair ELs with fluent English speakers during the partner activity.

2. Rehearse

Practice Keeping Track of Notes and Sources

Display the practice text on chart paper or using the interactive whiteboard resources.

The fact that the colonists were willing to leave Britain and start a new life in an uncertain, unfamiliar place meant that they generally were people who had a strong independent streak. Once they got to America, they were far away from British soil and no longer had the same attachments as other British citizens. They wanted freedom and a chance at new opportunities. The taxes imposed on them by Britain made them angry, especially when they didn’t have a say in Britain’s government.

(from The American Revolution by Edelle Hunter, published by Prime Publishing)

Practice Text

Distribute copies of BLM 3. Invite students to work with partners to use the note-taking chart to take notes on the practice text to answer the focus question, “What were the causes of the American Revolution?” Remind students to just include the important details. If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Bring students together and invite volunteers to share their notes. Ask students to discuss how they can apply this strategy to their independent research.

3. Independent Writing and Conferring

Say: Today we learned about keeping track of our notes and sources for our informational reports. We learned that we need to write down the title of the book or article, the author’s name, and the page where we read the information. Keeping track of sources will help you if you need to check facts later. You would also need to know sources for a bibliography. Also, we learned that when we take notes, we include only the important details.

Make BLM 3 available to students who are ready to research their topics during independent writing time. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite students to share how keeping track of notes and sources helped them get accurate information for their informational reports.