



THOMAS  
MACLAREN  
SCHOOL

## PROJECT WEEK

Dear \_\_\_\_\_,

Your Project topic this year is \_\_\_\_\_.

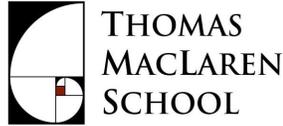
Your Project advisor is \_\_\_\_\_.

Attached is all the information you need to have a successful Project Week:

1. Specific guidelines for your Project (report & diorama guidelines)
2. Recommendations for time management (all students must show they have worked at least 30 hours on a Project; how that time is used depends upon the Grade/Project)
3. Guidelines about proper citations
4. Your timesheet that you must fill out each day and return with your Project

If you want to complete your Project over Winter Break, that is fine. You must work at least 30 hours on the Project.

We hope you learn a great deal and enjoy yourself, too!



## **6<sup>th</sup> Grade Animal Project: Construction (DIORAMA)**

During Project Week, you will research an animal from the Cheyenne Mountain Zoo. In addition to the written portion of this project (see picture book instructions), you will also construct a diorama to show what you have learned about the animal and its habitat.

### **Diorama - Habitat Construction**

Use the information you learned about your animal and its habitat to construct an accurate three-dimensional diorama of the animal in its natural environment.

Follow these guidelines when creating your diorama:

- Use a shoebox or box of *similar* size (NOT an oversized boot box, moving box, etc.)
- Stand the box on its side (make the opening face the side for the viewer to look in)
- Include a model of the animal selected (homemade; no toys, no plastic figures)
- Create a realistic background for the back wall of the diorama – no photographs
- Use 3-D objects to show other animals and items likely found in the habitat (homemade)
- Use 3-D objects to show plants and other aspects of the environment (homemade)

Remember, all details you include in the diorama should be based on facts you have researched about your animal.

### **Helpful/Suggested Materials:**

Scissors  
Glue/Tape  
Construction Paper  
Markers/Crayons  
Paint  
Foil  
Clay  
Popsicle sticks  
Toothpicks  
Cotton Balls  
Magazines (for photos)

These are *suggested* materials. Don't limit yourself—creativity is encouraged!



## 6<sup>th</sup> Grade Animal Project Written Report (PICTURE BOOK)

In order to show what you have learned about your animal from your research, you will create a written report in the form of a picture book. **Each page** of the picture book should contain the following:

- 1) At least **one colorful picture** (yes, you may include more); and
- 2) At least **one well-organized paragraph** (yes, you may include more), with appropriate source citations, responding to the questions listed below.

**Writing:** Be sure to address all of the questions below in the picture book, but again, please note: You should *not* write a list of questions and answers. You should write a well-organized paragraph that gracefully weaves together your answers to all of the relevant questions.

You may write more than a page per section if you wish.

You may type or hand-write your report, so long as the work is neat and legible.

**Pictures:** Pictures that show evidence of time and care and insight are much more interesting than printed photographs. As such, hand-drawn pictures are *strongly* encouraged! (Yes, tracing is a legitimate approach if you are not confident in your ability to draw free-hand.)

**Cover:** Your picture book must have a neat, colorful cover which includes your name and the name of your animal.

**Binding:** As with your pictures, a binding that is hand-made is more indicative of good work than a binding that is purchased. As always, creativity is encouraged! Feel free to make your own binding and cover. Possible materials include yard, string, staples, brass brads, construction paper, etc.

### Section I – Physical Characteristics of the Animal

#### *Page 1: Introduction*

- What class does your animal belong to (mammal, reptile, bird, amphibian, fish, insect, etc.)? How does the animal compare to other members the same animal class? (Is it larger, smaller, more or less common, etc.?)
- What is the animal's common name? What is its scientific name?
- What is the status of the animal's species (good, threatened, endangered, etc.)? Approximately how many of these animals currently exist on the planet?
- Include a picture of the animal.

#### *Description of Appearance*

- What is the animal's usual size? Weight? Skin covering (fur, feather, scales, etc.)? Colors and patterns (stripes, spots, etc.)?
- Are there significant differences in color, size, and weight for males and females of the same species? Explain.
- What physical characteristics does the animal have that make it unique?
- Include a picture of the animal that shows the characteristics you have discussed; label important characteristics and/or parts of the body you have discussed.

### Section II – Habitat

#### *Page 2: Geographical Location of Habitat*

- What part of the world does your animal inhabit? In what regions, countries, or continents can it be found?

- Include a labeled map which shows the specific areas your animal inhabits. If your animal migrates, include migration patterns on the map.

*Environmental Characteristics of Habitat*

- What are the distinguishing features of the animal's habitat?
- What kind of plants and other animals can be found in the habitat?

*Adaptations to Habitat*

- Does the animal build a home or nest within its habitat? If so, what is it made from, and what does it look like?
- How is the animal uniquely suited for life in its habitat? Does it have special characteristics or skills that help it survive in its environment?
- Does the animal migrate or live in the same area year round? What role does the habitat's climate play in migration? Does the animal hibernate during a specific season?

### **Section III: Diet & Feeding Habits**

*Page 3: Diet & Feeding Habits*

- What specific foods does your animal eat? Is the animal a carnivore, herbivore, or omnivore?
- What time(s) of day does the animal feed? Does it have a regular routine for feeding?
- Does the animal use any unique behaviors to locate and obtain food?
- Is the animal a predator? Do other animals prey on it?
- Does the animal have to compete with other animals (within its own species or without) to obtain food?
- Include a picture that shows details of the animal's feeding habits and/or its place on the food chain in its environment.

### **Section IV: Behavior**

*Page 4: Typical Behavior*

- Is the animal known for any unique or interesting behaviors?
- What time of day is the animal usually active? Is it nocturnal or diurnal? What does it usually do while it is active?
- Does the animal live alone or in groups? If it lives alone, explain how it benefits the animal to live a solitary life. If a member of a group, explain how it interacts socially with other animals. Who else is a member of its group? How is the group organized?
- Do males and females behave differently within the species? How so?
- Include a picture of the animal that shows the details of its behaviors.

*Life Cycle*

- How long does the animal usually live?
- How long does the animal's pregnancy last? How many young does it typically have at one time? Does it have live babies or lay eggs?
- How does the animal raise its young? Does it stay involved with its young after they are born? For how long?
- Include a diagram that shows the stages of the animal's life cycle and development.

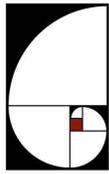
### **Section V: Conclusion**

*Page 5: Interesting Facts*

- Create a bulleted list of other interesting facts you would like to share about your animal which you have not already discussed in other sections of the book.
- Include other pictures you would like to share.

*Page 6: Works Cited*

- Create an alphabetical list of sources cited in the written report in the format discussed in class.



THOMAS  
MACLAREN  
SCHOOL

**Project Week Time Management Guidelines**  
**6<sup>th</sup> Grade**

Overall Time to be Logged for Project during Project Week: 30 hours

**Project Deadlines**

\_\_\_\_\_ Monday, December 11, 2017– Submit 5 sources for approval (limit of 2 online sources!)

\_\_\_\_\_ Tuesday, January 9, 2018– Final Project Due: completed picture book, diorama, notecards

**Suggested Use of Time during Project Week**

Plan to divide your time into 3 major blocks of time:

1 block of 10 hours for research, visiting the zoo, reading, note-taking, and source documentation

1 block of 10 hours for completing the written portion of the project

1 block of 10 hours for completing the construction portion of the project

Here is a more specific breakdown of how you might want to budget your time on the project:

5-7 Hours Read sources; create 1) note cards and 2) source cards to document where your information comes from. Compile the research you need to complete the construction and written portion of your project.

2-3 Hours Visit the Cheyenne Mountain Zoo to observe your animal.

2-3 Hours Organize your note cards by topic and review instructions to make sure you have gathered adequate information on all required components of the project.

1-2 Hours Review formatting and citation guidelines and create your Bibliography Page for all sources.

10-12 Hours Complete the written portion of your assignment.

10-15 Hours Complete the construction (diorama) portion of your assignment.



THOMAS  
MACLAREN  
SCHOOL

### **How to Write a Middle School Research Paper**

1. Make a Schedule. Figure out how much time to spend doing particular tasks. You should spend 10-15 hours researching and about 10 hours on the writing and revising process.
2. Do some research. This means using both electronic and bound sources to find information on your material. Included in this is taking notes on sources, not just printing out entire articles or relying on entire books. While doing this make sure to write down all bibliographic information in a safe place so you can reference it later.
3. Prepare a working outline. This means you take the information you have gathered during your research and begin organizing it into outlines. Write this out on a piece of paper. This should take the form of notes, not complete sentences or thoughts. Instead focus only on that basics of what each paragraph will cover.
4. Take notes on cards. Create cards for each paragraph and a card for each source as you come to a specific information put that on the appropriate card complete with bibliographic information.
  - a. Each card should have the paragraph the information will be used in (these can be taken directly from your outline) and the source from which you are gathering the information. The source information should include the exact page number of the book you are using.
  - b. If you are putting down a direct quote then make sure to put quotation marks around the statement so you know it is a quote. Do not merely rearrange the wording but put down the same idea: that is plagiarism. If it is a simple fact or a paraphrase, do not use the author's words; if it is a quotation, put quotation marks around it. All notes must be one or the other.
  - c. Arrange the cards in the order you will use them in your paragraph. Again, this should mimic the organization in your outline
5. Using your cards, write the first draft of your paper. This should include all quotations and proper citations. This first draft can come directly off of your notecards for the most part if you have done the proper amount of solid note taking in the previous step.
6. Revise your paper. Reread the draft from front to back and make corrections to the grammar and the organization. *Spell-check will not proofread your paper for you!* You must do more than spell-check. Read your work aloud; this will help you catch errors you would not catch by reading silently.
7. Produce the final copy of the paper.
8. Produce the Works Cited page from the bibliographic data you have compiled.



## Project Week Formatting and Citation Guidelines

### Guidelines for Research Paper Bibliography

A large part of your Project Week work will be the researching and writing of a paper. A research paper requires you to gather, read, and evaluate multiple sources on your topic, and with these write a clear and informative paper.

Source requirements (*at minimum*): **3 print; 2 electronic**

For the written component of your project, all material must be properly formatted and cited. The MacLaren manuscript form applies, specifically, *12 pt. Times New Roman font, double spacing, and 1-inch margins.*

**Plagiarizing, Quoting, and Paraphrasing:** Please be careful when quoting and paraphrasing that you DO NOT plagiarize an author's work. Here is a quick outline of the differences between quotation, paraphrasing, and plagiarism:

*Plagiarism:* Plagiarism is using someone else's ideas in your work without properly citing that information. Plagiarism can be using the exact words of an author without quoting and citing, or paraphrasing too closely to the original text. Simply moving words around or making slight changes DOES NOT mean you have created an original thought!

*Quotation:* If you are using the author's *exact* words, you must quote WORD FOR WORD, and include quotation marks around all quoted material.

*Paraphrasing:* If you paraphrase, that means you are taking material from the source and putting it into your own words. When you paraphrase you demonstrate your understanding of an author's argument or assertion, but you are still using his or her ideas, so this material MUST STILL BE CITED (as explained below). Be careful when you paraphrase that you really understand what the author is trying to say.

**Paraphrasing Exercise (from <http://owl.english.purdue.edu/owl/resource/563/02/>):**

We will continue to use MLA guidelines when paraphrasing material. Remember that you must still include a citation for a paraphrase.

*The following passage is taken from an original source:*

The twenties were the years when drinking was against the law, and the law was a bad joke because everyone knew of a local bar where liquor could be had. They were the years when organized crime ruled the cities, and the police seemed powerless to do anything against it. Classical music was forgotten while jazz spread throughout the land, and men like Bix Beiderbecke, Louis Armstrong, and Count Basie became the heroes of the young. The flapper was born in the twenties, and with her bobbed hair and short skirts, she symbolized, perhaps more than anyone or anything else, America's break with the past.

—from Kathleen Yancey, *English 102 Supplemental Guide* (1989): 25.

*This is a legitimate paraphrase of the same passage (including the proper in-text citation):*

During the twenties lawlessness and social nonconformity prevailed. In cities organized crime flourished without police interference, and in spite of nationwide prohibition of liquor sales, anyone who wished to buy a drink knew where to get one. Musicians like Louis Armstrong become favorites, particularly among young people, as many turned away from highly respectable classical music to jazz. One of the best examples of the anti-traditional trend was the proliferation of young "flappers," women who rebelled against custom by cutting off their hair and shortening their skirts (Yancey 25).

### **In-text Citations:**

To cite material within the text, we will be using MLA guidelines. When you **paraphrase** or **quote** an author's work in your paper, you must include a citation. We do this by including the last name of the author and the page number on which the material was found. The citation goes inside of the end punctuation mark. For example,

*Edmund is described by C.S. Lewis as "becoming a nastier person every minute" (48).*

or

*Edmund is described as "becoming a nastier person every minute" (Lewis 48).*

For electronic sources, you do not need a page number, but try to include the author of the webpage and article title.

### **Bibliography**

For every source you cite, you will have a corresponding entry in your Works Cited page, or bibliography. Your Works Cited page must be on a separate sheet of paper (see sample page).

For books, your citation should follow this format:

Last name, First name. *Title of book*. Place of Publication: Publisher, Year of Publication. Medium of Publication (i.e. Print).

For books with more than one author, the format should be:

Last name, First name and First name, Last name.

For chapters or essays in an anthology, the format is:

Last name, First name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Page range of entry. Medium of Publication.

For an electronic source, try to find the following information:

- Author and/or editor names (if available)
- Article name in quotation marks (if applicable)
- Title of the Website, project, or book in italics. (Remember that some Print publications have Web publications with slightly different names. They may, for example, include the additional information or otherwise modified information, like domain names [e.g. .com or .net].)
- Any version numbers available, including revisions, posting dates, volumes, or issue numbers.
- Publisher information, including the publisher name and publishing date.
- Take note of any page numbers (if available).
- Date you accessed the material.
- URL (if required, or for your own personal reference).

For example:

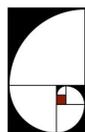
Stolley, Karl. "MLA Formatting and Style Guide." The OWL at Purdue. 10 May 2006. Purdue University Writing Lab. 12 May 2006  
<<http://owl.english.purdue.edu/owl/resource/557/01/>>.

For additional information on MLA Guidelines and the writing process, please see the very useful OWL at Purdue website: <http://owl.english.purdue.edu/owl/>

### Works Cited

*The Purdue OWL*. Purdue U Writing Lab, 2008. Web. 27 Dec. 2008.

Lewis, C.S. *The Lion, the Witch, and the Wardrobe*. New York: Harper Collins Children's Books, 1950. Print.



THOMAS  
MACLAREN  
SCHOOL

MANUSCRIPT FORM  
Standards for Written Work

1. Use white, college-rule, loose-leaf paper, standard letter size.
2. Write only on one side of the sheet.
3. Write in blue or black ink or typewrite. Double space the lines. Word processors may be used.  
No erasable ink or felt tip pens may be used.
4. Leave a margin of about two inches at the top of the page and margins of about one inch at the sides and bottom. The left-hand margin must be straight; the right-hand margin should be as straight as you can make it.
5. Font: 12-point font/Times New Roman or Calibri.
6. Indent the first line of each paragraph about one-half inch from the left.
7. Identify your work with the following heading:  
Full name  
Course/Teacher's Name  
Assignment  
Date Due

Put this heading in the upper right hand corner above the lines.

8. If your paper has a title, write it in the center of the first line. Do not enclose the title in quotation marks or underline it. Skip a line between the title and the first line of your composition.
9. If your paper is more than one page in length, number the pages after the first, placing the number in the bottom right corner, about a half inch up from the bottom.
10. Write legibly and neatly.
11. Do not fold paper. Keep them flat in your folders.
12. Staple or paper clip pages together. Do not fold or tear the corners.
13. Cross out errors with one line, or use white-out sparingly.

