

# ***The MacWrite Clan***

A toolkit for researchers

# *The MacWrite Clan*

## **introduction and Rationale**

21st Century learners are faced with an uncertain , ever-changing world. As learners they need skills to manage the vast amounts of information available in an increasing variety of formats – from textbooks to Twitter. Students very quickly work out how to use the newest device. What they find difficult is using technology and information sources in a creative way.

Curriculum for Excellence emphasises that students learn how to learn as well as amassing factual information. To assist you and your students with inquiry-based learning, the school librarians in East Lothian introduce you to the MacWrite Clan. Together they form a support toolkit for students. You can use the whole kit with whole classes or individuals, or use single tools with whole classes or individuals – which ever suits your needs and the learners' needs best.

There are 2 versions of the MacWrites. One is designed for secondary students, the other for primary students and those secondary students who need additional support.

Each version comes with additional materials to encourage students to become effective researchers. Usually this will be additional copyable resources. Some of these are materials created and used by the school librarians, some are from a pack produced by Aberdeenshire Libraries. You are free to copy and adapt these to suit your requirements. Please acknowledge either East Lothian or Aberdeenshire as the source when you do so. The Aberdeenshire material is licenced under Creative Commons.

This is not a how to locate information sources tool. It is designed to help develop the higher order searching skills – those which figure in Blooms' Taxonomy. The MacWrites each have their own card with a checklist for students. If students collect each card and check off the items they will have covered everything they should have to complete their research successfully.

The MacWrite Clan is not:  
a free-standing information handling skills course  
a how to locate information sources tool

The MacWrites are designed to support you in your work of developing students as lifelong learners.



Colin Clue

What is the task my teacher has set me?

How long have I got to do the work?

Do I understand what I need to do to create a good piece of work?

How am I going to present my work?

What are the keywords?

Not sure? Ask the Teacher or Librarian.

## Colin Clue

### Curriculum for Excellence Experiences and Outcomes

#### Listening and talking

**Tools for listening and talking** – to help me when interacting or presenting within and beyond my place of learning.

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.

I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**

**Finding and using information**– when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary

As I listen or watch I can:

- identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements
- identify and discuss similarities and differences between different types of text
- use this information for different purposes. **LIT 3-04a**

As I listen or watch I can:

- clearly state the purpose and main concerns of a text and make inferences from key statements
- compare and contrast different types of text
- gather, link and use information from different sources and use this for different purposes. **LIT 4-04a**

***You may want to give students a planning sheet at this point. An example can be found in the Smart Alec section of the toolkit.***



Smart Alec

What do I already know about the topic?

What extra information do I need?

What keywords will I use to search for information?

How will I plan my research?

What sources am I going to use?

Try using spider diagrams, mind maps, planning frames.

## Smart Alec

### Curriculum for Excellence Experiences and Outcomes

#### Listening and talking

**Creating texts**– applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

When listening and talking with others for different purposes, I can:

- communicate information, ideas or opinions
- explain processes, concepts or ideas
- identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**

When listening and talking with others for different purposes, I can:

- communicate detailed information, ideas or opinions
- explain processes, concepts or ideas with some relevant supporting detail
- sum up ideas, issues, findings or conclusions. **LIT 4-09a**

**Tools for reading**– to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning

I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding. **LIT 3-13a**

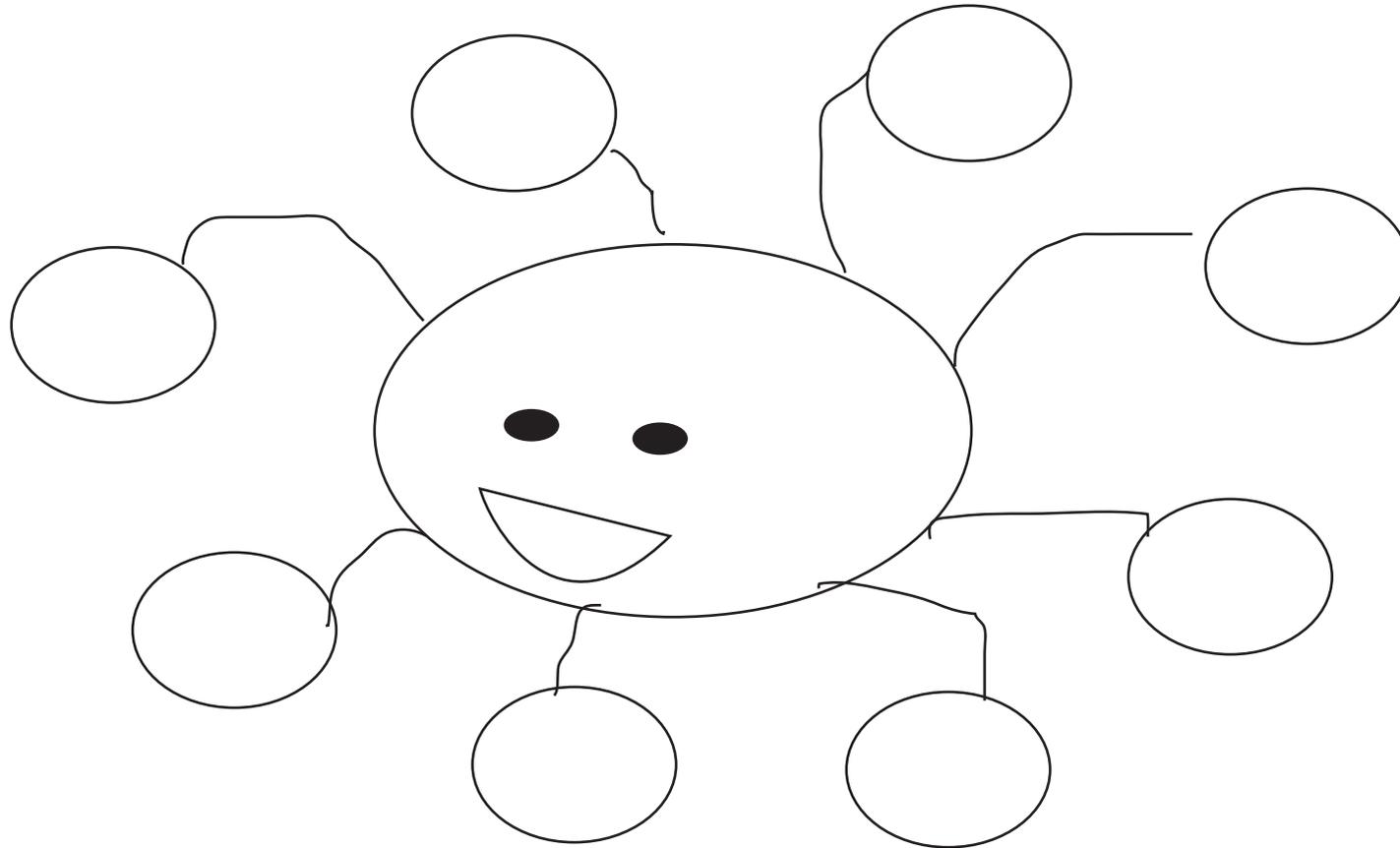
Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need. **LIT 4-13a**

***Students can be offered the following to record their planning:***

***Mind Map / Spider Diagram - in addition to the template in the toolkit this website is useful <http://www.bbc.co.uk/skillswise/worksheets/en12plan-l1-w-planning-with-a-mind-map>***

***Planning Frames***

# ***Spider Diagram***



Write your main topic on the spider's body.  
Write the keywords in the feet.

# Project Planning Sheet

Use this sheet to plan the work your teacher has set you.

I have been asked to:

---

---

---

---

My keywords are:

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**Authors and Titles of books I will use / have used:**

Author:	Title:

**Websites I will use / have used:**

www.	Date I used it: _____
www.	Date I used it: _____
www.	Date I used it: _____
www.	Date I used it: _____



## Ronnie Research

Names and keywords -  
Check the spelling.

Printed sources - look in  
contents, indexes and  
glossaries.

Electronic Sources - use  
recommended websites.

Check your information is  
fact.

## Ronnie Research

### Curriculum for Excellence Outcomes and Experiences

#### Listening and talking

**Finding and using information**– when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary

As I listen or watch, I can:

- identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements
- identify and discuss similarities and differences between different types of text
- use this information for different purposes. **LIT 3-04a**

As I listen or watch I can

- clearly state the purpose and main concerns of a text and make inferences from key statements
- compare and contrast different types of text
- gather, link and use information from different sources and use this for different purposes. **LIT 4-04a**

**Enjoyment and choice**– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life

I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.

I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style. **LIT 3-01a / LIT 4-01a**

#### Reading

**Enjoyment and choice**– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life

I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.

I can identify sources to develop the range of my reading. **LIT 3-11a**

I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.

I can independently identify sources to develop the range of my reading. **LIT 4-11a**

**Finding and using information**– when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. **LIT 3-14a / LIT 4-14a**

***Use Webquest Design For Learning to create a structured research experience for students.***

## **Additional Materials for Ronnie Research**

Webquest Design for Learning - this is attached as a separate document.

Please acknowledge Aberdeenshire Libraries when you use this document.



Judge Judy

## Some important words to help you choose the information you want.

**Evidence -** *Information which gives people reason to believe something*

**OR**

*Information produced to prove something.*

**Bias -** *Favouring one side, prejudice OR Influence for or against something.*

**Opinion -** *A belief or judgement which is likely to be true but is not based on proof.*

**Authority -** *An expert who gives reliable information.*

**Persuasion -** *making someone believe or agree to do something.*

**Credible -** *Believable and convincing.*

**Value -** *How useful and/or important it is.*

## Judge Judy

### Curriculum for Excellence Experiences and Outcomes

#### Reading

**Understanding, analysing and evaluating** – investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.

To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. **LIT 3-18a**

To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. **LIT 4-18a**

I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 3-28a**

I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. **LIT 4-28a**

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**

I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a**



## Nicola Notes

Use keywords and short sentences.

Remember to note  
Who? What? Why? When?  
Where? How?

The key to note taking is:

**O**nly what is  
**I**mportant but,  
**E**verything you need.

## Nicola Notes

### Curriculum for Excellence Experiences and Outcomes

#### Listening and talking

**Finding and using information**– when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. **LIT 3-05a / LIT 4-05a**

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a / LIT 4-06a**

#### Reading

**Finding and using information**– when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary

I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. **LIT 3-15a / LIT 4-15a**

#### Writing

**Organising and using information**– considering texts to help create short and extended texts for different purposes

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.

I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. **LIT 3-25a**

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.

I can make appropriate and responsible use of sources and acknowledge these appropriately. **LIT 4-25a**

#### ***The Key to Note Taking***

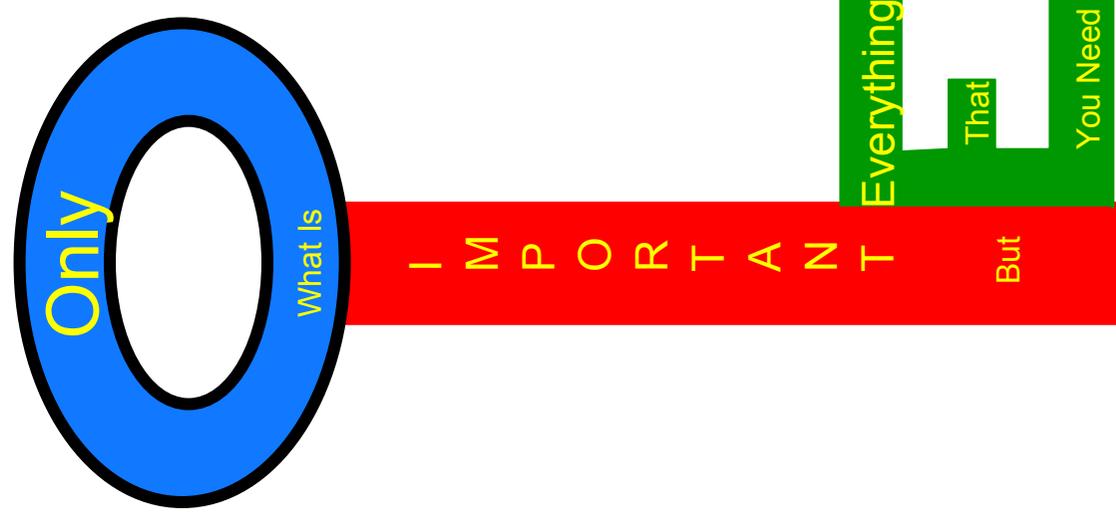
#### ***Humpty Dumpty Note Taking***

# **Additional Materials for Nicola Notes**

1. Key to note taking

2. Humpty Dumpty Note Taking

Please acknowledge Mal Danks when using these materials.



# The Key to Note Taking

# Humpty Dumpty Note Taking 1

## Aims

- To teach and develop the basic concepts of note taking
- To teach and develop the skill of picking out key words and key ideas from a passage
- To teach and emphasise the importance of noting sources

## Arrangements

- The lesson can be taught either in the library or in a classroom. It does not rely on library resources.
- A white board or flip chart is required. The white board is better because it will allow you to erase words judged to be unimportant.
- This lesson has been developed so that it works with students of all ages and abilities

## Tasks

- Ask why we might take notes outside of school. Responses will include things like shopping lists, telephone messages, directions, etc.
- Give an example of a note to the milkman - Dear Mr Milkman, How are you? I am well. I hope your family is well. I am going on holiday to .... and am really looking forward to it. I won't need any milk for..... I will look forward to seeing you when we get back.
- Love, Mrs. B. Ask what is wrong with this message. Ask what is really needed.
- Put the key symbol on the board or overhead projector. Explain the parts - **Only** what is Important, but **Everything** that is needed.
- Pass out Key Word Cards and explain the use of the form on the back. Why isn't it all right to copy someone else's words? Example answers: You don't learn anything; it takes too much time; they aren't your words. Explain that they need to give credit to other people's words - they weren't born with all this knowledge in their heads. They need to say where it came from, even if they don't copy directly.
- Now, write the Humpty Dumpty rhyme on the board.
- Tell students to work in pairs and decide which words are important and which words can be left out. Give them a few minutes to do this. They should write down just the important words on their key word cards.
- Ask the students to say how many words they need in order for the important words to be left on the board. Select any student and ask them to say which words can be left out and let the rest of the class agree or challenge. Erase a word from the board when the majority agrees that it can be left out. This generates lots of lively, often animated, discussion, e.g. Is it important to know that it was the King's men?

[Key Word Cards are cards or sheets of paper with the key symbol on one side and a space on the back for students to write down the words they think are important]

## Humpty Dumpty Note Taking 2

- At the end you will have the bare skeleton of the rhyme on the board. Suggestions to change words are good, such as 'couldn't fix' instead of 'couldn't put together again' in the last line.
- Finally ask the students to write a short note to someone who has never heard of Humpty Dumpty, and tell the story in one or two sentences. (This activity may be done orally or in pairs if writing is a problem.) The students have then taken a text, deconstructed it and reconstructed it again in their own words.

### Conclusion

- Remind students of the Key picture and ask them to repeat the Key to Note Taking (Only what is important, but everything that you need).



Surfer Sue

Use recommended websites.

Check websites for bias and accuracy. Use Judge Judy to help you.

Check:  
who created it,  
when it was last updated,  
its domain name - is it an ac, gov,  
org or something else?

Use the **Guide to Different Types of Website** to help you.

## Surfer Sue

### Curriculum for Excellence Experiences and Outcomes

**Listening and talking** – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary

#### **Finding and using information**

As I listen or watch, I can:

- identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements
- identify and discuss similarities and differences between different types of text
- use this information for different purposes. **LIT 3-04a**

As I listen or watch, I can:

- clearly state the purpose and main concerns of a text and make inferences from key statements
- compare and contrast different types of text
- gather, link and use information from different sources and use this for different purposes. **LIT 4-04a**

## Reading

**Finding and using information** – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. **LIT 3-14a / LIT 4-14a**

***Domain names as guide to reliability and accuracy of information - ac, gov, org, com***

***Mention Sneaky Sam***

## A Guide to Different Types of Website

The ending of a website address or URL can help you decide if you want to use information from the site.

Here are some examples taken from a search for **acid rain for kids**.

1. [http://www.kidsgen.com/school\\_projects/acid\\_rain.htm](http://www.kidsgen.com/school_projects/acid_rain.htm)
2. [http://www.epa.gov/acidrain/education/site\\_kids/index.htm](http://www.epa.gov/acidrain/education/site_kids/index.htm)
3. [http://www.thekidwindow.co.uk/News/Acid\\_Rain.htm](http://www.thekidwindow.co.uk/News/Acid_Rain.htm)
4. [http://library.thinkquest.org/CR0215471/acid\\_rain.htm](http://library.thinkquest.org/CR0215471/acid_rain.htm)

The main website for each of these is

1. <http://www.kidsgen.com> **.com** means it is a business
2. <http://www.epa.gov> **.gov** means it is a government department
3. <http://www.thekidwindow.co.uk> **.co.uk** means it is a business in the UK
4. <http://library.thinkquest.org> **.org** means it is an organization which doesn't make profits.

Sites ending **.ac** or **.edu** are sites made by universities, colleges and schools.

The information from all of these sites is probably reliable but each of these has its own point of view so you need to check for bias too.

Always look at the **About Us** part of a website. This part tells you about the makers of the site.

If there is no **About Us** then usually it is an unreliable site to use. Check any information carefully, if you decide to take notes from such a website.



Sneaky Sam

Do not plagiarise.

Do not copy and paste.

Do not copy word for word.

Do not take credit for someone else's work.

Write it in your own words

Summarise.

# Sneaky Sam

## Curriculum for Excellence Experiences and Outcomes

### Listening and talking

**Understanding, analysing and evaluating**– investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.

I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. **LIT 3-07a**

I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts. **LIT 4-07a**

To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. **LIT 3-08a**

To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources. **LIT 4-08a**

### Reading

**Understanding, analysing and evaluating**– investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes

To show my understanding across different areas of learning, I can:

- identify and consider the purpose, main concerns or concepts and use supporting detail
- make inferences from key statements
- identify and discuss similarities and differences between different types of text. **LIT 3-16a**

To show my understanding across different areas of learning, I can:

- clearly state the purpose, main concerns, concepts or arguments and use supporting detail
- make inferences from key statements and state these accurately in my own words
- compare and contrast different types of text. **LIT 4-16a**

To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. **LIT 3-18a**

To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. **LIT 4-18a**



## Ollie Organised

Check your mind map, writing frame or plan.

Have you missed anything?

Organise your work in a logical order.

Remember your target audience. Choose your type of presentation – written report, talk, PowerPoint?

Add relevant pictures, illustrations and graphs.

Cite your sources - get Buster to help.

## **Ollie Organised** Curriculum for Excellence Experiences and Outcomes

### **Listening and talking**

**Creating texts**– applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary

When listening and talking with others for different purposes, I can:

- communicate information, ideas or opinions
- explain processes, concepts or ideas
- identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**

When listening and talking with others for different purposes, I can:

- communicate detailed information, ideas or opinions
- explain processes, concepts or ideas with some relevant supporting detail
- sum up ideas, issues, findings or conclusions. **LIT 4-09a**

I

am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a / LIT 3-10a**

I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. **LIT 4-10a**

### **Writing**

**Organising and using information**– considering texts to help create short and extended texts for different purposes.

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.

I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. **LIT 3-25a**

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.

I can make appropriate and responsible use of sources and acknowledge these appropriately. **LIT 4-25a**

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.

**LIT 3-26a / LIT 4-26a**

***Citing and Referencing Sources - Aberdeenshire material explains different ways of doing this at 3 different levels.***



Buster Bib

Write down where you got your information from.

***Book:***

author,  
date of publication,  
place of publication,  
title,  
publisher.

***Electronic Sources:***

creator of the website,  
date it was last updated,  
title of page,  
URL (address),  
date you used it.

## Buster

### Curriculum for Excellence Experiences and Outcomes

#### Writing

**Organising and using information**– considering texts to help create short and extended texts for different purposes.

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.

I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. **LIT 3-25a**

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.

I can make appropriate and responsible use of sources and acknowledge these appropriately.

**LIT 4-25a**

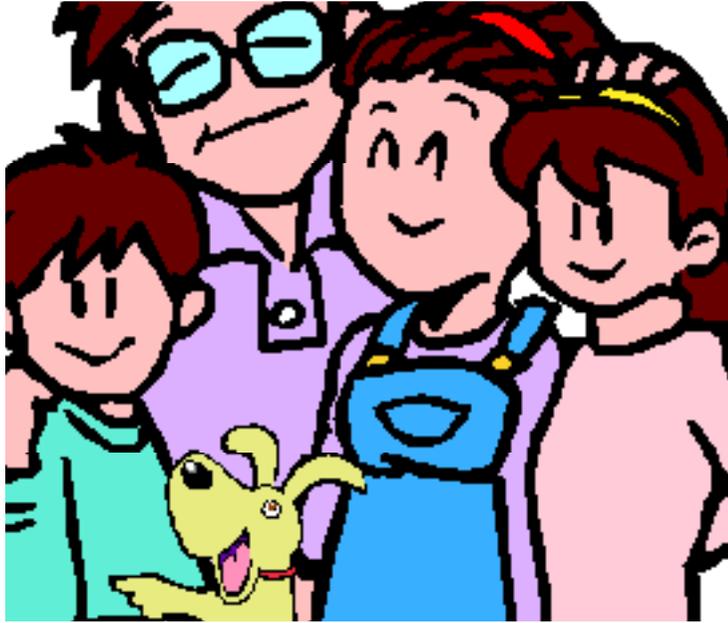
## **Additional Materials for Buster**

Read It! Write It! Reference It! booklet for S1-S3

Read It! Write It! Reference It! booklet for Primary

These are attached as separate documents.

Please acknowledge Aberdeenshire Libraries when you use this material.



## The MacWrites

Ask yourself:

Have I answered the question?

Have I covered the main points?

Is it relevant?

Have I presented it in a logical order?

Have I checked the spelling & the punctuation ?

Do I know more than when I started ?

Use the RUDOLPH check to help.

# RUDOLF



**R** – Relevant. Does the information relate to your keyword?

**U** – Useful. Is the information useful for the question you are trying to answer?

**D** – Date. Is the date of the publication appropriate? Is it too old and out of date?

**O** – Obtainable. Can you access the page? Can you find the information that answers the question?

**L** – Level. Is the information too difficult or too easy?

**F** – Fresh. Is the information new to you? Do you know this already?