Search With Purpose

Find, compare, and annotate sources for a research question.

7.W.5.b "Gather relevant information from multiple sources, using search terms effectively and annotate sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the three focused search phrases and circle the three research sources. Put a star beside each note that tells how a source helps or what it cannot answer.

A Garden Question

1 Last spring, our school garden club wanted to help monarch butterflies. I began with a question: Which milkweed should we plant near our school in central Ohio? A search for "butterflies" brought up crafts, photos, and garden ads. I changed my search to "native milkweed central Ohio monarch school garden." That search led to the Ohio State University Extension website. Its plant guide listed milkweeds found in Ohio and described the conditions each needs. I wrote a note beside the guide: "Useful for choosing a plant that fits our location."

2 I also searched "monarch caterpillar milkweed food" and found a U.S. Fish and Wildlife Service page. It explained that monarch caterpillars eat milkweed leaves, while adult monarchs drink nectar from many kinds of flowers. My margin note said, "Explains why milkweed matters, but does not tell us which kind grows best here." Next, I searched "Ohio native milkweed garden care" and opened a guide from the Xerces Society, a group that works to protect insects. I marked its advice about sunlight and avoiding pesticides as useful for planning the garden.

3 Before choosing plants, I compared the three sources. The federal page answered my question about caterpillars, the university guide helped narrow the choices for Ohio, and the Xerces guide covered garden care. A seed seller's page claimed one milkweed was "best for every garden," but it gave no growing conditions or evidence. I did not use that claim. My notes named what each source could help me answer and what it could not. That made it easier to build a plan from more than one source instead of trusting the first result.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which search phrase worked better than “butterflies” for finding a plant for this garden? Explain why.

2. Which source helped explain why monarchs need milkweed? What limit did the writer record for that source?

3. Which two sources would you use together to choose a milkweed and plan how to care for it? Tell what each adds.

4. Write a one-sentence source note for the seed seller’s claim that explains whether you would use it.

3 YOUR TURN

Your own words

For a study of cafeteria food waste, write one research question, two focused search phrases, and two possible sources. For each source, note what you would seek there and one limit or credibility check.

Search With Purpose

PART 1 · READ AND MARK

Underline the three focused search phrases and circle the three research sources. Put a star beside each note that tells how a source helps or what it cannot answer. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which search phrase worked better than "butterflies" for finding a plant for this garden? Explain why.	**"Native milkweed central Ohio monarch school garden" worked better because it named the plant, location, and purpose instead of bringing up unrelated results.**
2	Which source helped explain why monarchs need milkweed? What limit did the writer record for that source?	**The U.S. Fish and Wildlife Service page explained why milkweed matters. It did not identify which kind grows best near the school.**
3	Which two sources would you use together to choose a milkweed and plan how to care for it? Tell what each adds.	**The Ohio State University Extension guide helps identify milkweeds found in Ohio and their growing conditions. The Xerces Society guide adds advice about sunlight and avoiding pesticides.**
4	Write a one-sentence source note for the seed seller's claim that explains whether you would use it.	**I would not use the claim that one milkweed is best for every garden because the page gives no growing conditions or evidence.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: What could our school do to reduce uneaten fruit at lunch? Search phrases: "school cafeteria uneaten fruit waste ideas" and "student lunch fruit waste study." Source 1: Our cafeteria's waste records could show how much fruit is left over, but I would check whether they separate fruit from other food. Source 2: A university study about school lunches could suggest strategies to test, but I would check when it was published and whether its schools are similar to ours.

Accept other accurate explanations of each source's use and limits. In Part 3, look for focused searches and notes that distinguish what each proposed source might offer from what still needs checking.