BIG6 and Super3*

Research Model adopted by Pitt County Schools

*The “Big6™” is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz. For more information, visit: www.big6.com
What do these quotes suggest about education in the 21st century?

1. “Getting information off the Internet is like taking a drink from a fire hydrant.” – Mitch Kapur

2. “All knowledge begins with a question.” -- Neil Postman
   http://faculty.darden.virginia.edu/brunerb/case-student.htm

3. “The Internet is the world's largest library. It's just that all the books are on the floor.” -- John Allen Paulos

4. “All truths are easy to understand once they are discovered; the point is to discover them.” -- Galileo Galilei

5. Too often we give children answers to remember rather than problems to solve. -- Roger Lewin
   http://www.quotegarden.com/education.html
A Research Model provides a framework for

- Actively engaging students in authentic learning experiences
- Problem-solving and critical thinking
- Managing information overload
- Becoming discriminating users of information
- Becoming creators of ideas, not just consumers
What is the Big6?

- Research model adopted by PCS
- Created by Mike Eisenberg and Bob Berkowitz (www.big6.com)
- Six-step information problem-solving process that emphases critical thinking
- Students answer a question, and create a product, or complete an assignment
Why Big6?

- Easily adaptable to all grade levels and subjects areas
- Promotes information literacy
- Tried and true method
- Broad, real-world applications
What is Super 3?

- Big6 adapted for primary students
- Three easy steps
- Simplified vocabulary
- Same basic elements
## Comparison of Big 6 and Super 3

<table>
<thead>
<tr>
<th>Big 6</th>
<th>Super 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Definition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Information Seeking Strategies</strong></td>
<td>Plan</td>
</tr>
<tr>
<td><strong>Location and Access</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Information</strong></td>
<td>Do</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Review</td>
</tr>
</tbody>
</table>
How to Use Big6 or Super3

- Use student planning organizers and other handouts to guide students through the research process
- Students should keep the planner and refer to it often throughout the process
- Display the posters in your room for easy reference and reminder
- Adapt, create, or use materials you already have to suit the needs of the project
First Two Steps

• Big6
  ◦ #1 Task Definition
    • 1.1 Define the problem
      • What is my task?
      • What question(s) do I need to answer?
    • 1.2 Identify the type of information is needed
  ◦ #2 Information Seeking Strategies
    • 2.1 Determine all possible sources
    • 2.2 Select the best sources for the task

• Super3
  ◦ Plan / Beginning / Before I do anything
    • What am I supposed to do?
    • What will it look like if I do a really good job?
    • What do I need to find out? (questions)
Middle Steps

- **Big6**
  - #3 Location and Access
    - 3.1 Locate resources (intellectually and physically)
      - Where can I find the information?
    - 3.2 Locate information within the resources
      - Where can I find the information within the resource?
  - #4 Use of Information
    - 4.1 Engage (read, listen, view, touch, etc.)
    - 4.2 Extract relevant information
      - What do I expect to find?
      - What information can I use?

- **Super3**
  - Do (Middle)
    - How can I do the job?
    - What can I use to find what I need?
    - Now I need to make something to show what I learned.
    - View, read, tell a story, make a picture, etc.
Big6 #5 Synthesis

• 5.1 Organize from multiple sources
  How will I organize my information?
  How will I credit my sources?

• 5.2 Present the information
  How should I present my information?
  What materials/tools do I need to complete the presentation?

Note: The process may not always be linear. Students may need to cycle through the steps more than once.
Last Step

- **Big6**
  - #6 Evaluation
    - 6.1 Judge the product
      - Did I do what was required?
    - 6.2 Judge the process
      - Did I complete each stage of the Big6 process efficiently?

- **Super3**
  - Review / End
    - Did I do what I was supposed to do?
    - Do I feel okay about this?
    - Am I proud of my work?
    - Should I do something else before I turn it in?
## What does Big6 look like?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Basic Activities</th>
<th>Advanced Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Task Definition</td>
<td>Concept Mapping</td>
<td>Ask Essential Questions</td>
</tr>
<tr>
<td></td>
<td>Graphic Organizers</td>
<td></td>
</tr>
<tr>
<td>2 Information Seeking</td>
<td>Subject Directories</td>
<td>Web Site Evaluation</td>
</tr>
<tr>
<td>Strategies</td>
<td>Evaluating Web Sites</td>
<td></td>
</tr>
<tr>
<td>3 Location and Access</td>
<td>Keyword Searching</td>
<td>Advanced Search Strategies</td>
</tr>
<tr>
<td></td>
<td>Search Strategies</td>
<td></td>
</tr>
<tr>
<td>4 Use of Information</td>
<td>Extract Information</td>
<td>Identify Point of View</td>
</tr>
<tr>
<td></td>
<td>Analyze Sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bibliographic Citations</td>
<td></td>
</tr>
<tr>
<td>5 Synthesis</td>
<td>Critical Thinking</td>
<td>Classroom Applications</td>
</tr>
<tr>
<td></td>
<td>Appropriate Product</td>
<td></td>
</tr>
<tr>
<td>6 Evaluation</td>
<td>Assessment Rubrics</td>
<td>RubiStar</td>
</tr>
</tbody>
</table>

Adapted from *Applying Big6™ Skills*, AASL Standards and ISTE NETS to Internet Research by Janet Murray [http://www.janetsinfo.com/big6info.htm](http://www.janetsinfo.com/big6info.htm)
Essential Question: What does teaching and learning look like in the 21st Century?

Develop a lesson using the Big6 or Super3 using a student organizer to walk through the steps your students will need to do. Your lesson should:

- Present a real world problem for students to solve.
- Anticipate materials and activities your students will need and skills that may need to be taught.
- Develop a list of possible presentation options.
- Decide how the project will be evaluated by students and by the teacher.
Super3 Resources

- Classroom Posters*
- Transparencies / Slides*
- Super3 Organizer*
- Super3 Song*
- Big6 Kids website for primary grades
- Super3 Dino Presentation
- Super3 VoiceThread Presentation
- Super3 Webinar Slideshow
- Sample Lesson: Lifecycle of Butterflies
- Sample Lesson: What’s Bugging You?

*Also in TheBig6.pdf.
General Resources

- Classroom Posters*
- Big6 online overview
- Big6 Research Model Student Organizer*
- Big6 website for grades 3-6
- Big6 Writing Process Organizer*
- Evaluate Your Research Skills Sheet*
- Research Paper Organizer
- Use Powerpoint for Notetaking
- Data Chart Organizer for Notetaking
- KWHL chart
- Enchanted Learning graphic organizers
- Big6 Bookmarks (Publisher file)

*Also in TheBig6.pdf.
Secondary Resources

- Writing Process Organizer*
- Sample High School Lesson
- Big6 Wallet Size Cards*
- Notetaking Ideas
- Website Evaluation
- Technology as a Tool: Applications in a Big6™ Context*
- Quoting, Paraphrasing, and Summarizing
- Trash N Treasure Method of Notetaking*

*Also in TheBig6.pdf.
Citing Sources

- Easy Bib
- Tech4Learning Citation Maker
- OSLIS Citation Machine for MS and HS
- OSLIS Citation Machine for Elementary
- BibMe

Teach your students how to make citations using Word 07:
- Teacher Tube video
- Microsoft Help and How-to
Mike Eisenberg Powerpoints

- Testing-Library Media Connection
- Information Literacy – The Whole Enchilada
- Other Mike Eisenberg Presentations

Other Resources

- Online Resources to Support Big6
- Powerpoint by Sue Speed
These materials can also be printed from TheBig6.pdf.

Return to Super3 Resources
#1-Plan

What am I supposed to do?

What do I need to make to show what I learned?

What do I need to find out about to do the job?
#2 - Do

How can I do the job?

What can I use to find what I need?

What can I use to find what I need?
#3 Review

Is my job done?

Did I do what I was supposed to do?

Do I feel OK about this?

Should I do something before I turn it in?
These materials can also be printed from TheBig6.pdf.

Return to Super3 Resources
• What am I supposed to do?
• What will the result look like if I do a really good job?
• What do I need to make to show what I learned?
• What do I need to find out about in order to do the job?
• How can I do the job?

• What can I use to find what I need?

• Now I need to make something to show what I learned.
• Is my job done?

• Did I do what I was supposed to do?

• Do I feel OK about this?

• Should I do something before I turn it in?
These materials can also be printed from the TheBig6.pdf.

Return to Resources
The Big SIX
A RESEARCH MODEL
The Big Six

#1 Task
Definition

What's the task?

What types of information do I need?
The Big Six

INFORMATION SEEKING STRATEGIES

What are the possible sources?

Which are the best?
The Big Six

Location #3 & Access

Where is each source?

Where is the information in each source?
The Big Six

#4 Use of information

How can I best use each source?

What information in each source is useful?
The Big Six

#5

SYNTHESIS

How can I organize all the information?

How can I present result?
The Big Six

#6 EVALUATION

Is the task completed?

How can I do things better?