

## **Big6 #5: Synthesis**

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### **5.1 Organize information from multiple sources**

Use data chart when taking notes, then summarize information from all sources

Categorize note cards

### **5.2 Create product or performance**

The notion that young people would critically and creatively process the information they find is perhaps the core of the information search process. Students need to know how to transform what they know and have discovered into an intelligent message (Loertscher and Woolls).

Ask students or guide them in creating products or performances that add value to and require higher level thinking about the located knowledge level information. Having students pose convergent, divergent, and evaluative questions about the topical content (see essential questions and Ciardiello's question types in Big6 #1) will ensure that students will produce on a higher-level, rather than generate a product from "copy and paste."

The product should practice transferable skills such as those skills involved in performance, production, technology, and presentation.

Prepare bibliography at this step of the process.

Here are some skills that might be covered at this point in the information search process for middle school students, possibly fifth graders (those who are at the abstract stage of cognitive development):

- Evaluating evidence
- Recognizing distortion and oversimplification
- Distinguishing between fact and opinion
- Identifying hidden assumptions
- Recognizing bias, logical fallacies, and irrelevance
- Assessing the adequacy of documentation
- Distinguishing between scholarly and popular approach
- Evaluating different perspectives
- Separating truth from falsehood
- Understanding an abstract

Students should know that their projects will be assessed on content first, use of technology second.

They also need to understand that presentation techniques enhance content delivery and follow a standard for presentations as developed by the school community. They should consider that they are not just showing what they learned, but are contributing to their classmates' knowledge and helping their school community to grow intellectually. They should develop their content with this in mind. See the following presentation guidelines as developed by a school for its students: <http://www.standrews.austin.tx.us/library/PresentationGuidelines.htm>