

## Lesson 2

### Learning From the Encyclopedia

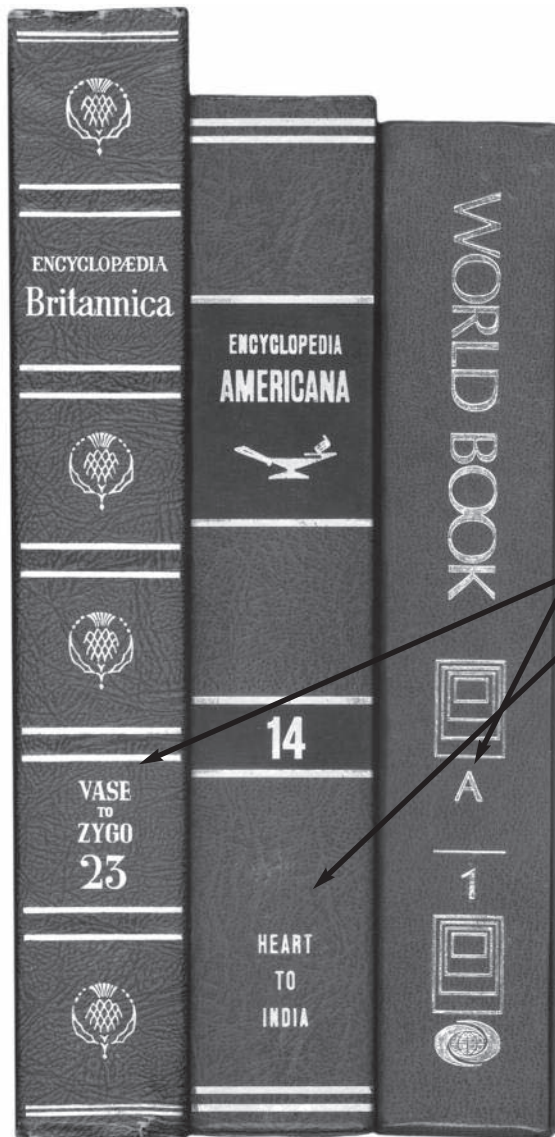
How do you find information in an encyclopedia? If you want to read about Winston Churchill, you need to look in the *C* encyclopedia. If you want to know how airplanes work, you need the *A* volume.

If you have a written question in your work, pick out the key word and look it up.

How high is the [Empire State Building](#)?

What did [John Fitch](#) invent?

What is [balsa](#) used for?



To find the encyclopedia volume you need, look on the spine of each book.

Some encyclopedias have the letter or letters of the alphabet that the articles inside begin with.

Other encyclopedias have the titles of the first and last articles in the volume.

Sometimes when you look up a word in the encyclopedia, there may not be an article there. Instead it may give a cross reference: *See* \_\_\_\_\_.

[Yuma Indians](#). *See* [Quechan Indians](#).

That tells you that to read about the Yuma Indians, you need to look up *Quechan Indians*.

**Lesson 2**



**Underline the key word in each question. Use the encyclopedia to find the answers.** There are 20 questions. You may skip 5 of them and answer only 15 if your teacher says you may.

1. What keeps the skin of a hippopotamus from drying out?  
\_\_\_\_\_
2. What disease nearly wiped out the entire tribe of Mandan Indians?  
\_\_\_\_\_
3. Who was Crazy Horse? \_\_\_\_\_  
\_\_\_\_\_
4. How are the buildings and houses in Reykjavik, Iceland, heated?  
\_\_\_\_\_
5. Who was the governor of Kentucky in 1971-1974?  
\_\_\_\_\_
6. What is written on the Liberty Bell? \_\_\_\_\_  
\_\_\_\_\_
7. What was the original price of Henry Ford's 1908 Model T? \_\_\_\_\_
8. In what year was the White House burned? \_\_\_\_\_
9. What causes major destruction and flooding in Bangladesh?  
\_\_\_\_\_
10. Who invented the kaleidoscope? \_\_\_\_\_
11. What is ventriloquism? \_\_\_\_\_  
\_\_\_\_\_
12. How many neck bones does a giraffe have? \_\_\_\_\_
13. Where and how does a walkingstick lay her eggs?  
\_\_\_\_\_
14. How did Utah get its name? \_\_\_\_\_
15. How could you get yellow fever? \_\_\_\_\_

16. What is a zither? \_\_\_\_\_
17. What is the official language of Egypt? \_\_\_\_\_
18. Where and when was Sir William Jenner born? \_\_\_\_\_
19. How long does the rainy season last in Guam?  
\_\_\_\_\_
20. Where does the chamois live? \_\_\_\_\_

## Lesson 3

### Helps in the Encyclopedia

An encyclopedia article is so full of facts that it can be confusing. Some encyclopedia articles are very short. Others are very long. The longer articles have several features that make it easier for you to read and understand them.

Many long articles have *main article headings*. These main headings divide the article into sections. This helps you to quickly skim the article and find the information you need without having to read the entire article.

Sometimes—just as in an outline—the section under a main heading will be divided into smaller parts. *Subheadings* under the main heading give more specific information.

An article about a person gives the dates of the person's birth and death in parentheses after his name. If there is only one date, that means that the person was still living when the encyclopedia was published. Sometimes you may see a date with a question mark beside it. That means that the writer doesn't know the exact date but has estimated.

*Pictures, illustrations, captions, maps, and charts* make the encyclopedia helpful and interesting. They tell more about the subject,

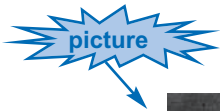
### Lesson 3

show what someone looked like, or help to explain how something works. Captions are short pieces of text that explain the pictures and illustrations.

Sometimes you will see a *cross reference* in an article. Cross references tell you about another article you can look up to learn more about your subject.

At the end of most articles are several more helps. The *author's name* tells who wrote the article. A list of *related articles* refers you to other articles in the encyclopedia that give more information about your subject. An *outline* shows the main headings and subheadings the author used to organize his information. *Additional resources* is a list of other books about the subject.

Here is a sample encyclopedia article that illustrates these helps.



#### Early Years

**Childhood.** Franklin Delano Roosevelt was born into a wealthy Roosevelt family in Hyde Park, New York, on January 30, 1882. His parents were James and Sara Roosevelt. James was 53 and Sarah was 26 at the time of Franklin's birth. He had no brothers or sisters.

Although Franklin's parents were strict, they were loving. His mother set specific times for him to eat, study, and play. Because of his great wealth, Franklin's father could afford much for his son. One of the lessons his father taught him was to help others, especially those who were not wealthy.

**Education.** Since he was the only child of a wealthy family, Franklin's parents generally took him with them when they traveled to Europe every year. These trips together began when Franklin was around 3 years old.

Until Franklin was 14 years old, his parents hired governesses and private teachers to teach him. He was taught to speak and write in English, German, and French. During a family trip to Germany when Roosevelt was 9, his mother sent him to a public school for six weeks. She hoped it would improve his communication skills in German.

At the age of 14, Roosevelt began attending a preparatory school in Massachusetts. Although he was a good student, making friends did not come easily because of his shyness.



Franklin D. Roosevelt served as United States President from 1933-1945, longer than any other.

**Roosevelt**, *rō' zə velt*, **Franklin Delano** *del' ə nō* (1882-1945), was the 32nd president of the United States and the only one to be elected four times. He guided the country through two major crises—the Great Depression and World War II.

Upon graduating from prep school in 1900, Roosevelt enrolled at Harvard University. Although he graduated from Harvard in 1903, he continued taking classes for an additional year. Then he began studying law, but discontinued his classes before receiving a degree. For several years, Roosevelt worked in the office of a New York City law firm.

**Marriage and family.** While at Harvard, Roosevelt began dating his distant relative, Eleanor Roosevelt (1884-1962). They became engaged in 1903. When Franklin told his mother that he planned to marry Eleanor, she was displeased. She was domineering and did not want to share his life with another woman. His mother thought that if she would get him away from Eleanor, he might change his mind about marriage. So she took him on a Caribbean cruise. In spite of her scheming, Franklin and Eleanor were married on March 17, 1905. See **Roosevelt, Eleanor**.

Franklin and Eleanor Roosevelt had six children. One died as a baby. The remaining children were fondly called “the chicks” by their parents. Franklin befriended his children and took them swimming, sailing, and sledding. They often competed in races and other contests as a family.



main heading

### Early Career

**State senator.** In 1910, at the age of 29, Roosevelt ran for the New York Senate. He surprised many people by winning the seat for the senate. As senator, and later as assistant secretary of the navy, he became known for his skill and ability in handling political clashes and for “getting things done.”

**Physical Suffering.** Roosevelt faced the personal tragedy of a crippling disease. On August 9, 1921, while boating at his summer home near New Brunswick, Canada, Roosevelt fell into the cold water. The next day, he felt extremely tired—too weary to even get dressed. By the next morning, his left leg was dragging. Within days, he was unable to stand or move either leg and was in tremendous pain. His back, arms, and hands were paralyzed.

Doctors identified Roosevelt’s illness as a mild case of polio, but Roosevelt believed it was much more serious. Not wanting his children to be frightened about his illness and disabilities, he showed them his useless legs and explained what polio had done to his muscles. Although his health and pain worsened, he remained cheerful and endured the crippling disease.

Slowly, through exercise, Roosevelt was able to use his hands again and built up the strength in his arms and shoulders. In time and with great effort, he began

learning to walk again. He was determined and would not give up regardless of how difficult it was and how many falls he took. Eventually he was able to walk, but not without help or braces.

Because swimming helped to exercise his legs, he liked to travel to the warm mineral springs in Georgia. There he bought land and built a home. He began the Georgia Warm Springs Foundation, which gave other polio patients the privilege of using the springs.

**Governor.** Many people thought Roosevelt’s political life was over, but he fought against the disease and continued his career. Roosevelt became the governor of New York in 1928. As governor, he was well liked and respected. Some of his accomplishments included updating the state prison system, setting up pensions for the elderly, and authorizing the use of the water power of the St. Lawrence River.

During his time as governor, Roosevelt began thinking of running for President of the United States. His campaign promises appealed to many Americans. He promised to pull the country out of the depression and to create a way to stop future depressions. He also promised help for farmers and those without jobs. Other promises were to balance the country’s budget and to put an end to Prohibition. Roosevelt easily won the election. Before he became president, someone tried to assassinate Roosevelt in Miami, Florida. However, Roosevelt was not hurt.

### President

**Great Depression.** During the first years of Roosevelt’s presidency, the Great Depression worsened. Thousands of people were unemployed. Jobs were scarce and employers could not afford to hire. People stood in long lines waiting to get food for their families. Many lost or nearly lost their homes.

See **Great Depression**.



cross reference

**Bank problems.** Because of the Great Depression, people began mistrusting banks. Many banks were ruined when people rushed to their banks to withdraw cash and gold. Eventually, Roosevelt closed all the banks in the United States. The Department of Treasury investigated each bank’s records to see what kind of financial condition it was in. If a bank was in good financial condition, it could again open for business. Other banks remained closed until they were in good financial standing, and some banks were permanently closed. This caused people to once again trust the banks. They knew that if a bank reopened, their money was secure. See **Bank holiday**.

**Lesson 3**

**World War II.** When Roosevelt was in his third term of office, the United States met difficult and serious circumstances. Much of Europe was engaged in war (See **World War II**). Germany, Italy, and Japan had joined forces against many European countries. But up to this point in the war, the United States had refrained from involvement.

On December 7, 1941, Japan attacked United States Navy ships in Pearl Harbor, Hawaii (See **Pearl Harbor Naval Base**). The next day, the United States declared war on Japan. On December 11, Germany and Italy declared war on the United States. America had entered the horrendous World War II.

Roosevelt often met with leaders of other countries fighting against Germany, Italy, and Japan. His aim was to find a peaceful end to an awful war. See **Churchill, Winston; Stalin, Joseph**.

**Final days**

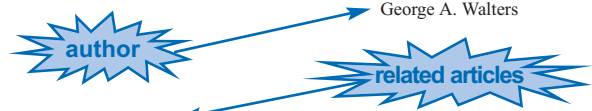
By January 1945, President Roosevelt had been elected to his fourth term in office. His health had begun deteriorating. He had lost weight and had been sick off and on for over a year.

After a meeting with Winston Churchill and Joseph Stalin, Roosevelt met with Congress. It was during that March 1 meeting that Roosevelt made an unusual comment about his physical handicap. He asked Congress to excuse his sitting rather than standing.

On March 29, 1945, President Roosevelt went to Warm Springs, Georgia, for a much deserved rest. On the morning of April 12, he began his daily routine by reading the newspaper and the mail. While he was working at his desk that afternoon, he suddenly slumped over in his chair and whispered his last words,

“I have a terrific headache.” He died hours later.

Roosevelt was buried at the same place where his life began—Hyde Park, New York. His home and library are a national historic site (See **National Park System** [National Historic Sites]).



**Related articles:**

- |                      |                         |
|----------------------|-------------------------|
| Bank holiday         | Pearl Harbor Naval Base |
| Churchill, Winston   | Roosevelt, Eleanor      |
| Great Depression     | Stalin, Joseph          |
| National Park System | World War II            |

**Outline**

- I. Growing Years**
  - A. Childhood
  - B. Education
  - C. Marriage and family
- II. Early Career**
  - A. State senator
  - B. Physical suffering
  - C. Governor
- III. President**
  - A. Great Depression
  - B. Bank problems
  - C. World War II
- IV. Final days**



**Additional Resources**

- Freedman, Russel. *Franklin Delano Roosevelt*. Clarion Books, 1990.
- Goodwin, Doris Kearns. *No Ordinary Time: Franklin and Eleanor Roosevelt: the Home Front in World War II*. Simon & Schuster, 1994.
- Larsen, Rebecca. *Franklin Delano Roosevelt: Man of Destiny*. Watts, 1991.



**Choose one subject and look it up in the encyclopedia. Use the encyclopedia to answer the questions. Write the page number where you found each answer.**

Pierre Auguste Renoir      Inuit      Mississippi      helicopter

- 1. Which subject did you choose? \_\_\_\_\_
- 2. Who is the author? \_\_\_\_\_
- 3. How many main headings are there?  
\_\_\_\_\_

- 4. List the subheadings under one of the main headings.

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- 5. Are there any pictures? Write the caption of one.

---

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- 6. Is there an illustration? What does it show?

---

- 7. How many related articles are listed?

---

- 8. Are there any cross references? Write one.

---

- 9. How many Roman numerals are in the outline?

---

- 10. List one of the additional resources.

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- 11. If you chose a person, what are the dates after the person's name?

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**Choose one subject and look it up in the encyclopedia. Use the encyclopedia to answer the questions. Write the page numbers where you found the answer.**

Turkey (country)

hockey

sailing

- 12. Which subject did you choose? \_\_\_\_\_

- 13. Who is the author? \_\_\_\_\_

- 14. How many main headings are there?

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**Lessons 3, 4**

- 15. List the subheadings under one of the main headings.

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- 16. Are there any pictures? Write the caption of one.

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- 17. Is there an illustration? What does it show?

---

- 18. How many related articles are listed?

---

- 19. Are there any cross references? Write one.

---

- 20. How many Roman numerals are in the outline?

---

- 21. List one of the additional resources.

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**Lesson 4**

**Is It a Good Subject?**

Here are some guidelines for choosing a subject for your research paper.

- The topic should be something you find interesting.

*If you try to write about something you aren't interested in, you won't enjoy it. Which is more interesting to you? The kinds of bears or the history of furniture? Or . . . ?*

- The topic should not be too broad.

For example, don't choose the topic *birds*. There is so much information about birds that you could never tell all about birds in one paper. Instead you could write about a certain kind of bird.

- Make sure the encyclopedia has enough information.

Some topics have very little information, and you may not be able to find enough to write about.

- Your topic should be something you can understand.

Do you know what the words in the article mean? You would not want to write about *radiogeology*—some words from that article are *radioactivity*, *thorium*, *isotope*, and *radiocarbon*.

- Always get your teacher's approval of the topic you choose.

Your teacher can help you decide whether the topic you choose meets these guidelines or if your topic is a good subject to use for a report. He may notice if the encyclopedia article teaches evolution or some other wrong thing and ask you to choose another topic.



**Circle the topic that would be better for a report. Write the numbers of the reasons why the other one is not a good topic.** You may need to look them up to see if they have enough information or are hard to understand.

1. Too broad

3. Not enough information

2. Cannot understand

4. Teacher may not approve

piano

slugs

3

prehistoric times

helpful birds

1, 2, 4

1. animals

sharks

2. earthquakes

nuclear physics

3. economics

salamanders

## Choosing Your Subject

Now it's time for you to choose the subject for your research paper. What are you interested in? What do you want to know more about?



**Write five topics that you think you might want to write about. Then read the checklist and circle *yes* or *no*.** If you can't think, look back at the list of interesting facts you wrote in Lesson 1. You might want to write about one of them.

○ 4. \_\_\_\_\_

YES NO Is the topic interesting?

YES NO Is the topic specific enough?

YES NO Is there enough information?

YES NO Can you understand the article?

YES NO Does your teacher approve of the topic?

○ 5. \_\_\_\_\_

YES NO Is the topic interesting?

YES NO Is the topic specific enough?

YES NO Is there enough information?

YES NO Can you understand the article?

YES NO Does your teacher approve of the topic?

○ 6. \_\_\_\_\_

YES NO Is the topic interesting?

YES NO Is the topic specific enough?

YES NO Is there enough information?

YES NO Can you understand the article?

YES NO Does your teacher approve of the topic?

- 7. \_\_\_\_\_
- YES NO Is the topic interesting?
- YES NO Is the topic specific enough?
- YES NO Is there enough information?
- YES NO Can you understand the article?
- YES NO Does your teacher approve of the topic?

- 8. \_\_\_\_\_
- YES NO Is the topic interesting?
- YES NO Is the topic specific enough?
- YES NO Is there enough information?
- YES NO Can you understand the article?
- YES NO Does your teacher approve of the topic?



**Now read over your list. Which one do you want most to write about? Could you circle *yes* for every item on the checklist? Write the subject you chose for your research project.**

9. \_\_\_\_\_



**Read the encyclopedia article on the topic you will write about.**



## Lesson 5

### Writing the Purpose Statement

Once you have chosen the subject for your report, you need to write the purpose statement. A purpose statement is a sentence that tells what the purpose of the paper is. A purpose statement is similar to the topic sentence of a paragraph. It gives the main idea.