



# Searching an Online Catalog

*(Follett's Web Collection Plus)*



*A Lesson Plan By:*

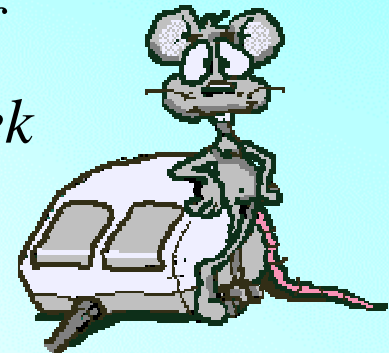
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# Scenario

- ❖ You are school library media specialist working with a heterogeneous sixth grade social studies class doing a project on Middle Eastern countries. The teacher wants to students to examine the history, culture, government, religion, and current situation in each country to predict the country's stance on attacking Iraq in a debate among the countries' foreign ministers. They will be covering the social studies standards listed on the next several slides.
- ❖ This is their first research project in middle school. You are planning an in-depth research unit with several information literacy lessons along the way. You need to create these lessons.

# 8th Grade Social Studies Standards: History

- ❖ B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history
- ❖ B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history
- ❖ B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians
- ❖ B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently
- ❖ B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

# 8th Grade Social Studies Standards: Economics

- ❖ D.8.5 Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity
- ❖ D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income
- ❖ D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns

# 8th Grade Social Studies Standards: Geography

- ❖ A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases
- ❖ A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations

# 8th Grade Information and Technology Literacy Standard

- ❖ B.8.2 Develop Information Seeking Strategies
  - ▶ Identify and select keywords and phrases for each source, recognizing that different sources use different terminology for similar concepts
- ❖ B.8.3 Locate and access information resources
  - ▶ Use an on-line catalog and other databases of print and electronic resources
  - ▶ Search for information by subject, author, title, and keyword
  - ▶ Use Boolean operators with human or programmed guidance to narrow or broaden searches.

# Assumptions

- ◆ Before library instruction, students have:
  - ◀ Brainstormed topics.
  - ◀ Researched questions.
  - ◀ Understand expectations for final project.
  - ◀ Been taught note taking concepts.
- ◆ After library instruction, students can:
  - ◀ Conduct self-directed catalog searches.
  - ◀ Gather resources for project and take notes from the resources located.

# Objectives

As a result of this lesson, students will be able to:

- ❖ Identify keywords to locate on-topic resources.
- ❖ Utilize on-line catalog to locate appropriate resources.
- ❖ Compare and contrast searches based on subject, author, title, and keyword.
- ❖ Apply Boolean logic to broaden or narrow searches as appropriate.

# Materials/Time/Grouping

## ◆ Materials:

- ▶ Research questions and topics
- ▶ Projection screen
- ▶ Notebook/writing utensils
- ▶ Venn diagram handout

## ◆ Time: Total lesson 45 minutes

- ▶ Opening activity (and Objectives & Prior Knowledge), 5 minutes
- ▶ Information Presentation, 5 minutes
- ▶ Student-centered activity, 30 minutes
- ▶ Follow-Up/Closure, 5 minutes

## ◆ Grouping: Pairs, two on a computer.

# Opening Activities

- ❖ Activities: As students enter the room, direct students with dark hair to one side of the room and light hair to other side of the room. Each group represents dark or light hair AND green, OR blue, OR brown eyes. Now ask students to form subgroups by eye colors. Each represents dark or light hair AND green (AND blue) (AND brown).
- ❖ Point out to students that this is an illustration of Boolean logic, which we will review and use as one of our search strategies.

# Objectives & Prior Knowledge

- ❖ Today you will learn how to search our online catalog to find information for your research project.
  - ▶ Identify keywords to locate on-topic resources
  - ▶ Utilize on-line catalog to locate appropriate resources
  - ▶ Apply searches based on subject, author, title, and keyword
  - ▶ Apply Boolean logic to broaden or narrow searches as appropriate
- ❖ Before coming to the library you have:
  - ▶ Brainstormed topics.
  - ▶ Researched questions.
  - ▶ Understand expectations for final project.
  - ▶ Been taught note taking concepts.
  - ▶ Conduct question/answer session for prior knowledge.

# Information Presentation and Student Participation

- ❖ Explain Venn diagram handout and relate it to the attention-getting activity. After explaining handout, apply it to come up with key words and possibly Boolean strategies for Iraq.
- ❖ Introduce students to the online catalog; identifying keyword, title, author, and subject searches.
- ❖ Conduct question/answer session for prior knowledge.
- ❖ Direct students through a catalog search on Iraq (a country that students won't be using).
- ❖ Working with partners, the students will conduct searches on their countries and help their partner.
- ❖ Circulate around the room, inquiring as to what the students are finding and what search strategies they are using.
- ❖ Use a checklist to determine student mastery of the objectives.

# Follow Up/Closure

- ❖ Have students get out a sheet of paper and write down 3 things:
  - ◀ What you have learned.
  - ◀ How will this help you in your research?
  - ◀ Do you have any further questions (“*I don’t get it*” questions)
- ❖ Collect papers and discuss answers to the students’ questions. If time permits answer them during the same period.
- ❖ If not, read the questions and discuss at next class time.

# Motivating Students

- ❖ Creating and maintaining an overall setting in the Library Media Center that is conducive to work.
- ❖ Attention-getter: Immediately getting students actively involved and interested.
- ❖ Maintaining a positive atmosphere and following library routines and expectations.
- ❖ Modeling by the librarian.
- ❖ Taking interest in each partnership and student as they work.

# Individual Differences

- ❖ How will students with different learning styles be accommodated in this lesson?
  - ◀ The attention-getter will appeal to “*body smart*” learners.
  - ◀ “*Image smart*” learners will benefit from actually seeing the process on the computer.
  - ◀ “*People smart*” learners will benefit from working in partnerships.
  - ◀ “*Word smart*” learners will excel in finding different ways to use language to search.
- ❖ How will you adapt to different levels of prior knowledge?
  - ◀ Students with more prior knowledge can work ahead or assist peers.
  - ◀ Students with less prior knowledge receive remediation as we check their progress.

# Grouping

- ❖ In consultation with the classroom teacher, students will be paired in mixed ability partnerships. This will allow all students to work on collaborative skills, including:
  - ◀ Distributed leadership
  - ◀ Heterogeneous grouping
  - ◀ Positive interdependence
  - ◀ Improved social skills
  - ◀ Building group autonomy
- ❖ Each student can help the other (the “buddy system”).

# Teaching Strategies

- ❖ Direct teaching is used to introduce the lesson. This strategy was selected to direct attention, model, and save time.
- ❖ The cooperative learning teaching strategy is used when the students work in pairs. By using cooperative learning, the students can help each other.
- ❖ Utilizing both approaches more fully ensures that students are introduced to basic skills necessary for successful outcomes, yet accommodates different learning styles and students' needs.

# Assessment

- ❖ How will this step in the process be assessed, either by LMS or as part of teacher assessment?
  - ◀ The checklist will be used to assess student ability to search an on-line catalog.
  - ◀ The information literacy standards are embedded within the outcome of the assignment.
  - ◀ When the teacher assesses the assignment, they are assessing the technology and information literacy skills this lesson teaches.
- ❖ What specific assessment techniques will be used in this lesson, either formative or summative?
  - ◀ **Formative Assessment.** LMS performs with a checklist and by talking with each group.
  - ◀ **Summative Assessment.** The classroom teacher's assessment of the project.