MAGNOLIA

LESSON PLANS AND ACTIVITIES
for PK12 Librarians and Classroom Teachers

Mississippi Department of Education
SCHOOL LIBRARY PROGRAM

Acknowledgements

MISSISSIPPI DEPARTMENT OF EDUCATION

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MAGNOLIA (Mississippi Alliance for Gaining New Opportunities Through Library Information Access) is a statewide consortium funded by the Mississippi Legislature, the Mississippi Department of Education, and in part by libraries across the state of Mississippi. MAGNOLIA provides online databases for publicly funded K-12 schools, public libraries, community college libraries, and university libraries in Mississippi.

MAGNOLIA was established during the May 1997 legislative sessions and implemented in August 1997, under the auspices of the Council on Educational Technology, and the leadership of the late Senator Grey Ferris. The mission of the digital consortium is to provide all citizens of Mississippi with free, online access to thousands of full text articles and research that can assist them with their educational, professional and lifelong learning endeavors.

Without this statewide project, libraries would not have access to more than 47,000 full text journals. MAGNOLIA represents a unique situation across the nation in that this was the first type of cooperative project/consortium that represented all types of libraries at the time the consortium was established.

In 2018, there were 19,224,000 sessions resulting in 41,484,000 searches and 1,695,000 full-text downloads.

"How doe MAGNOLIA help individuals in MS?" MAGNOLIA brochure

HOW TO READ THE GUIDE

The *MAGNOLIA: Lesson Plans and Activities for PK12 Librarians and Classroom Teachers* gives a detailed lesson plans or library activities across the curriculum and grade levels. Each lesson plan has seven elements: Grade Level, Objective, College- and Career-Readiness Standards, Library Learning Standards, Activity, Resources, and Literature Connection.

These lesson plans and activities are original to the MAGNOLIA website, but they have been updated by the School Library MAGNOLIA Workgroup to include the new library and research skills and College- and Career-Readiness Standards. If you would like to have any high-quality MAGNOLIA lesson plans and activities added, then email Elizabeth Simmons, the MDE School Library Specialist, at esimmons@mdek12.org.

SPANISH: STORYLINE INTRODUCTION AND DEVELOPMENT

GRADE LEVEL K   **SUBJECT** World Languages

UNIT/THEME Speaking and Listening

OBJECTIVE/TASK

- Students will comprehend vocabulary and cultural awareness of greetings and leave-taking in English and Spanish.

- Students will comprehend the cultural awareness of using fingers to count beginning with the thumb.

SCHOOL LIBRARY SKILL

Library Skills

LV.3.1 Watching story then answer questions about characters, plot, setting, etc.

LV.3.2 Concentrate on what students hear and draw the ending of a selected story.

LV.3.3 Interpret a story that students have heard.

CURRICULUM CONNECTION

CCRS World Languages

LEVEL 1 Interpersonal Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.

DURATION OF ACTIVITY

The activity may take up to 3 days to complete or can be introduced in the library and completed in the classroom.

ACTIVITY

RICITOS DE ORO Lesson One - Day 1

FOCUS / Extension	Time / Activity	Materials	Activity Description
HOLA	2 / greeting introductions	none	Greet students and mention own name and that of the classroom teacher. Encourage students to say own names.
GRANDE / PEQUEÑO	8 / storytelling	big book	Read story while showing pictures in a big book.
GRANDE / PEQUEÑO	2 / point to	1 large / small ball	Demonstrate large / small by using hand motions. Use large / small balls to demonstrate large / small. Place balls at opposite ends of classroom and request students point to ball named, large or small.
GRANDE / PEQUEÑO	5 / hold up	10 large / small laminate circles	Pass out large circles to half students and small circles to other half, saying GRANDE / PEQUEÑO as appropriate. Request students hold up large circles and then small circles. Request students pass forward first large circles and then small circles, returning all circles.
silla / cama	2 / point to	large chair / bed images	Identify chair / bed images. Place images at opposite ends of the classroom. Request students point to image named.
GRANDE / PEQUEÑO silla / cama	4 / hold up	5 large / small, chair / bed images	Pass out one chair / bed images image to each student. Request students hold up image named.

BLANDO / DURO	2 / yes / no questions	seat cushion	Sit on chair with cushion saying BLANDO. Sit on chair without cushion, saying DURO. Ask yes / no questions.
BLANDO / DURO	4 / either / or questions	soft / hard objects around classroom	Walk around classroom room picking up soft / hard objects. Ask either / or questions.
HASTA LUEGO	1 / leave taking	none	Take leave of students saying HASTA LUEGO.

RICITOS DE ORO Lesson One - Day 2

FOCUS / Extension	Time / Activity	Materials	Activity Description
HOLA	1 / greeting	none	Greet students and introduce self and classroom teacher and encourage students to say own name.
GRANDE / PEQUEÑO silla / cama	5 / point to	large / small, chair / bed images	Place images in different parts of the classroom. Request students point to image named.
GRANDE / PEQUEÑO silla / cama	5 / hold up	packets of large / small, chair / bed images	Pass packets to students. Request students take out named images, large / small, chair / bed.
BLANDO / DURO	5 / either / or questions	one seat cushion	Sit on a chair without a cushion; saying DURO. Sit on chair with cushion, saying BLANDO. Request individual students sit on chair, with / without cushion. Ask either / or questions.
BLANDO / DURO	3 / song	objects around classroom	Sing song while touching soft / hard objects and encouraging students to use focus words like BLANDO, DURO. Song: [tune, Frere Jacques] blando, duro, blando, duro. Como es? Como es?

FOCUS / Extension	Time / Activity	Materials	Activity Description
GRANDE / PEQUEÑO BLANDO / DURO silla / cama / plato	10 / storytelling	glove for Ricitos de Oro	Tell story using de Oro glove and puppets.
HASTA LUEGO	1 / leave taking	none	Take leave of students.

RICITOS DE ORO Lesson One - Day 3

FOCUS / Extension	Time / Activity	Materials	Activity Description
HOLA / Buenos Días	1 / greeting	none	Greet students.
GRANDE / PEQUEÑO plato	2 / point to	large / small bowl images	Identify large / small bowl images. Place in different parts of the classroom and request students point to image named.
GRANDE / PEQUEÑO Silla / cama / plato	5 / either / or questions	large / small, chair / bed / bowl images	Identify images and ask either / or questions.
UNO / DOS / TRES	2 yes / no questions	large one / two three images	Hold up number images and ask yes / no questions.
UNO / DOS / TRES silla / cama / plato	3 / counting	felt board; felt chair / bed / bowl count images, 3 each.	Request students count images, UNO, DOS, TRES.
UNO / DOS / TRES	3 / song	3 teddy bears images	Sing song. Tune: Three Little Indians. Uno, dos tres ositos; uno, dos, tres ositos; uno, dos, tres ositos; tres ositos son.
BLANDO / DURO	7 / grab bag	grab bag with soft / hard objects	Request individual students take out object from grab bag. Ask either / or questions.
GRANDE / PEQUEÑO	9 / story telling	felt board; felt figures	Tell story with felt board and figures.
HASTA LUEGO	1 / leave taking	none	Take leave of students.

RESOURCES

- Computers with Internet access to MAGNOLIA

- Activity supplies

- *Ricitos de Oro y Los Tres Osos* - The Spanish Experiment website
  www.thespanishexperiement.com/stories/goldilocks

LITERATURE CONNECTION

- *Goldilocks and the Three Bears = Ricitos de Oro y los Tres Oros* Candice Ransom (2019)

- *Three Little Pigs = Los Tres Cerditos* Teresa Mlawer (2014)

MAGNOLIA ARTICLES

- "I Can Count in Spanish" Humpty Dumpty Magazine, Nov/Dec 2006, Vol 54, Issue 6

- "Humpty's Spanish Search" Humpty Dumpty Magazine, Sep/ Oct 2009, Vol 57, Issue 5

- "Humpty's Spanish Search" Humpty Dumpty Magazine, Mar/Apr 2009, Vol 57, Issue 2

NUMBER HOP

GRADE LEVEL 1   **SUBJECT** Mathematics, Physical Education

UNIT/THEME Subtraction

OBJECTIVE/TASK

- Students will demonstrate motor skills in a developmentally-appropriate form.

- Students will explore and explain patterns of subtraction, without the use of a calculator.

CURRICULUM CONNECTION

CCRS Physical Education

KINDERGARTEN - TWO Kindergarten through grade two is dedicated to the development of fundamental motor skills, movement concepts, manipulative, non-manipulative, and perceptual motor skills. The instruction at each level will be progressive and focus on basic skills, the value of being physically active and the ability to display appropriate behaviors and attitudes during activity.

CCRS Mathematics

1.OA.4 Understand subtraction as an unknown-addend problem.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

CCRS Computer Science

CS.1A.1 Select and operate appropriate software to perform a variety of tasks and recognize that users have different needs and preferences for the technology they use.

IC.1A.2 Work respectfully and responsibly with others online.

DURATION OF ACTIVITY

The activity may take up to 3 days to complete or can be introduced during P.E. and completed in the classroom.

ACTIVITY

- Teacher will explain and organize the activity. After explaining the activity to the students, the teacher will ask questions to find out if the students understand how the activity is to be played.

- Students are divided into pairs, taking into account the learning level of each student, placing advanced students with novice students.

- Each pair is put on the end line of the gym.

- Using flashcards, show one team a flashcard with a subtraction problem on it.

- The team must answer the question correctly to be able to advance toward the other end line of the gym.

- A spinner is used with numbers 1-6 on it. When a team gets an answer right, they get to spin to see how many times they get to hop toward the other end line of the gym.

- The team that gets to the other end of the gym first wins the game. Games can also be played using addition problems and other motor skills.

EXPANSION ACTIVITY

- Teacher shows students how to log in to MAGNOLIA.

- Teacher shows students how to choose **Elementary** and then *Great Websites for Kids*.

- Students will type **turtlediary** into the **search box**, hit enter, then click **turtlediary**, and click **launch site**.

- Students can play 1st grade math games.

RESOURCES

- Large, subtraction flash cards

- Spinner

- Computers with Internet access to MAGNOLIA

LITERATURE CONNECTION

- *Your World. Germs: Addition and Subtraction* Dona Rice (2019)

- *At the Basketball Game: Work with Addition and Subtraction* Johnathan Clay (2014)

- *Helping at the Book Sale: Represent and Solve Subtraction Problems* John Chen (2014)

HOW ANIMALS MEET THEIR NEEDS

GRADE LEVEL 2   **SUBJECT** Science   **UNIT/THEME** Animals are Living Things

OBJECTIVE/TASK

- Students will explore animal surroundings by making a model of it.

- Students will recognize that animals are found living in places where their needs are met.

- Students will describe and name ways animals can stay safe.

SCHOOL LIBRARY SKILL

Library Skills

RF 6.1 Use the encyclopedia for an overview of a topic.

RF 6.3 Find different subjects in an encyclopedia.

RF 6.5 Use the index to find information about topics in different volumes of encyclopedias.

CURRICULUM CONNECTION

CCRS English Language Arts

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

CCRS Science

L.2.3B Students will demonstrate an understanding of the interdependence of living things.

L.2.4 Students will demonstrate an understanding of the ways animals adapt to their environment in order to survive.

CCRS Computer Science

CS.1A.1 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

DA.1A.2 Collect and present the same data in various visual formats.

IC.1A.2 Work respectfully and responsibly with others online.

DURATION OF ACTIVITY

This activity should take 5 days (40 minutes each lesson + assessment). You may choose to stretch this lesson out longer and really dig into the research. This can be introduced in the library and completed in the classroom. The librarian will help teachers find the images and videos using *Explora* located on MAGNOLIA.

ACTIVITY

Day 1

- Review the needs of living things. Ask children how animals get these needs met (e.g., food, air, water, shelter).

- Using the picture of the polar bear in the Arctic, tell children that polar bears live in the Arctic. Show children where the Arctic is on the globe. Ask:

    ○ What can you tell about the Arctic from the picture? (cold, snowy, icy, no trees)

    ○ Where do you think a polar bear gets food? (Let children speculate. Accept all reasonable answers.)

- Read a book about polar bears. Ask:

    ○ Where do you think a polar bear gets food? (They get their food from the ocean and on land.)

    ○ What do they eat? (They eat seals, fish, birds, and reindeer meat.)

- Make a model of where a polar bear lives, using shoe boxes, construction paper, white paint, glue, Epsom salt, crayons, and scissors. (Work in small groups.)

Day 2

- Use pictures with the desert (with lizard); grassland (with horse); and the forest (with owl). Show the succulent plant. Break off a small leaf and show children how water is stored in the leaves. (Repeat with different animals and habitats.) Ask:

    ○ How does a lizard get food and shelter in the desert? (Possible answer: It eats plants or insects; it finds shelter under rocks or under the sand.)

    ○ Where do land animals live? (desert, grassland, forest)

- Using pictures with the oceans, ponds, and streams (with animals). Ask:

    - Where do water animals live? (oceans, streams, and ponds)

    - What do these animals get from where they live? (food and shelter)

- Ask questions about each animal seen in each picture as above for the desert, grassland, and forest animals.

Day 3

- Using a picture with a young deer in leaves. Ask:

    - Do you see a young deer in the leaves? (Yes, but it is hard to see it.)

    - What makes it hard to see? (the color and spots)

- Using a picture with an arctic fox in winter and summer. Ask:

    - Do you see the fox in the snow? (Yes, but it is hard to see it.)

    - What makes it hard to see? (the color of his fur)

How Do Polar Bears Stay Warm in the Freezing Cold of the Arctic?

- Pour one cup of strong black coffee (that has cooled to room temperature) into each of the two jars. Put clear plastic wrap around one jar. Put both jars in the sun for an hour or more. Use a food thermometer to check the temperature of the coffee in each jar.

    - Which is warmer? (the jar with the clear plastic wrap)

    - Can you explain why? (White reflects sunlight and the heat that comes from it. The clear soaks up light and warmth from the sun.)

- Now for the polar bear's secret: polar bears are not really white. If they were, they could not stay warm in their Arctic habitat. The hairs on a polar bear's coat are clear. The hollow center of each hair soaks up light from the sun, and the light filters out the sides. That's what makes polar bears look white. Each clear hair carries heat from the sun down to the polar bear's skin. Its skin is black, which means it soaks up heat to keep the bear warm. A polar bear is like the plastic-covered coffee in the experiment. It is clear on the outside, black on the inside, and plenty warm!

- Write and illustrate about their experiment. Display their work.

- Ask children to tell what things animals can do that might help them stay safe. List all words offered on the board (run, hide, go underground, or fly away).

- Talk about where the deer and prairie dog live and the things they do that help them stay safe. Add words to the list as appropriate.

- Review the color and shape of some animals prevent other animals from seeing them.

- Review that some animals move or hide to get away from other animals where they are in danger.

- Use a story web to summarize the lesson.

EXPANSION ACTIVITY

- Students will use a book index from the school library to find specific information about animal surroundings.

- The student will formulate and research other questions about animals in winter, spring, summer, and fall.

- Students will work in pairs to play "Animals of the World: An Internet Scavenger Hunt" from Educationworld.com.

- Using *Great Websites for Kids* will really help develop their online research skills as they will have to choose which zoo/ animal websites to find their information on.

- Students will summarize their research and findings from each day with their partner.

RESOURCES

- Print encyclopedias and books about polar bears

- Computers with Internet access to MAGNOLIA: DK Findout!

- Pictures and/or videos of animals in different environments

- Handwriting paper (story paper)

- Coffee experiment and animal habitat supplies

LITERATURE CONNECTION

- *Welcome Home, Bear: A Book of Animal Habitats* Il Sung Na (2015)

- *A Polar Bear's World* Katie Gillespie (2018)

BUILDING A SCHOOL COMMUNITY

GRADE LEVEL 4   **SUBJECT** English   **UNIT/THEME** Speaking and Listening

OBJECTIVE/TASK

- Students will participate cooperatively while engaging in small group activities to analyze and interpret information, make decisions, solve problems, and produce a given product.

- Students will participate in team building through concrete and abstract activities.

- Students will continue to develop strategies for listening and speaking that respect the rights and contributions of others.

- Students will analyze, evaluate, and compromise to arrive at a consensus.

SCHOOL LIBRARY SKILL

Library Skills

RF.6.11 Use print and digital reference materials to locate information to support claims in writing.

CURRICULUM CONNECTION

CCRS English Language Arts

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

DURATION OF ACTIVITY

The activity may take one to two weeks to complete or can be introduced in the library and completed in the classroom.

ACTIVITY

- The students will read "Be a Team Player" individually and have an open-class discussion about the importance of working together to arrive at a solution to greeting new students.

- The teacher will divide the class into groups to develop a plan for orienting/welcoming

new students to their school/grade level. They will work in 5 stages to complete a plan of orientation/welcome.

- Students will interview classmates to complete the *Classmate Bingo Card*.

- The whole class will discuss what they learned about interviewing, speaking, and listening to one another.

RESOURCES

- Computers with Internet access to MAGNOLIA

- "Be a Team Player" article

- Bingo card

LITERATURE CONNECTION

- *We Don't Eat Our Classmates* Ryan Higgins (2018)

- *We Respect Our Classmates* Piper Nelid (2016)

MAGNOLIA ARTICLE

"Be a Team Player." Current Health 1, vol. 22, no. 8, Apr. 1999, p. 29. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=prh&AN=1737369.

CLASSMATE BINGO

NAME: _____   DATE/CLASS: _____

Directions: Find one person who can place their initials in the box. Have fun getting to know your new classmates.

Some who has visited another country	Someone who has had a pet other than a dog or cat.	Someone who is really tall.	Someone who likes to read Diary of a Wimpy Kid.	Someone who has broken the same bone twice.
Someone likes to read Dork Diaries.	Someone who has been to Disney World.	Someone who has read an I Survived book.	Someone who is left handed.	Someone who has never read a Harry Potter book.
Someone who has broken a window.	Someone who has more than three siblings.	Someone who doesn't like chocolate.	Someone who goes on an annual camping trip.	Someone who likes reading graphic novels.
Someone who loves to dance.	Someone who has read Owl Diaries.	Someone who has read A-Z Mysteries.	Someone you've never met before this school year.	Someone who has the same birth-month as you.
Someone who has read a book written by Kate DiCamillo	Someone who doesn't have a pet.	Someone who plays tennis.	Someone who has never read a Dog Man book.	Someone who has traveled to at least 3 other states.

DEWEY DECIMAL SYSTEM: NON-FICTION

GRADE LEVEL 4   **SUBJECT** Library Skills   **UNIT/THEME** Classification

OBJECTIVE/TASK

- Students will demonstrate an understanding of the Dewey Decimal System by searching and locating non-fiction books of interest and identifying principles of classification and major classes of classification.

- Students will use the OPAC to search for titles by keywords, titles, authors, and other criteria.

- Students will locate contemporary fiction, biography, graphic novels, reference, and other genre sections that are also classified with the Dewey Decimal System.

SCHOOL LIBRARY SKILL

Library Skills

NOTE These skills should be introduced in the fourth grade, reinforced in fifth grade, and mastered by the sixth grade.

IL.1.4 Locate books in non-fiction section by using Dewey Decimal classification.

IL.1.5 Observe a list of subjects and tell how books are organized on the shelves and in the automated system.

IL.1.6 Convert guide or keywords into subject headings that will be found in the automated system.

IL.1.7 Define call number, why it is used and where it is found.

IL.1.8 Identify the ten classes of Dewey Decimal System.

IL.1.9 Interpret information in the automated system.

IL.1.10 Locate a book with a preselected group of Dewey Decimal.

CURRICULUM CONNECTION

CCRS English Language Arts

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain

how the information contributes to an understanding of the text in which it appears.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCRS Computer Science

DA.1B.3 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.

DURATION OF ACTIVITY

Activities are ongoing but intervals between each activity may vary, with assessment of mastery based on accurate use of resources and completion of all activities. The activity can be completed in three to four class periods.

- Initial introduction (1 class period)

- Organizing non-fiction (2 class periods)

- Practice by embedding into student check in/check out (ongoing)

- Using keywords in the OPAC to search for and locate titles (ongoing)

ACTIVITY

Introduction

- The librarian will introduce the library and location of main areas, including fiction and non-fiction books.

- The librarian will lead a discussion about why organizing books is important. The librarian will solicit suggestions for how books might be organized.

- The librarian will indicate signs shelf markers used to indicate the ten major classes of the Dewey Decimal System.

- The librarian will point out specific areas of known student interest (Guinness books, sports, dinosaurs, pets, graphic novels, etc.)

- Students will read the PDF from School Library Journal entitled "A Story about the Dewey Decimal System of Classification."

- Students will log on to computers (or librarian will use projector) to watch "The Decimal Rap" https://youtu.be/NHiUQb5xg7A

Organizing

- The librarian use an introductory activity based on "Hunting for Books" (Flynn & Palan).

- The librarian will present the Prezi of the book *The Dewey Decimal System* http://prezi.com/g4fsf3q0jvf-/?utm_campaign=share&utm_medium=copy

- Students will complete the worksheet, using notations to indicate questions and important information on the Accelerated Reader test for the book.

- Students will practice organizing non-fiction by playing Shelver http://www.mrs-lodges-library.com/play-shelver/

- Students will complete a Dewey Decimal System quiz "Dewey's Decimals."

Practicing

- Students will have multiple opportunities to use the OPAC to identify fiction and non-fiction books.

- The librarian can modify the "OPAC Scavenger Hunt" document to match the library collection.

RESOURCES

- Computers with Internet connectivity, MAGNOLIA database, school OPAC

- Map of your library (print and/or online)

- *Dewey Decimal System* Prezi and worksheet

- OPAC scavenger hunt sheet

LITERATURE CONNECTION

- *Do You Know Dewey?* Brian Cleary (2013)

MAGNOLIA ARTICLES

Hogsett, Nancy. "Teaching Dewey*." Library Media Connection*, vol. 24, no. 4, Jan. 2006, pp. 28–31. EBSCOhost

Hoover, Janet Flynn, and Michael Palan. "Hunting for Books." *Jack & Jill*, vol. 56, no. 7, Oct. 1994, p. 36. Explora

THE DEWEY DECIMAL SYSTEM

ALLAN FOWLER | A STUDY GUIDE FOR AR TEST #20527

NAME: _____   **DATE/CLASS:** _____

1.   A list of books in a library is called a _____. Even the oldest known libraries had this. Our library uses an online database called an OPAC for this purpose.

2.   In the past, books were simply grouped by their _____, but different libraries might put the same book in a different group. The system was inconsistent and confusing.

3.   A practical system for organizing books was invented by _____, beginning while he was still a student at _____ in Massachusetts.

4.   Dewey later established the first school for training librarians at Columbia College in New York City and was a founder of the _____. More than anyone else, Dewey developed the librarian's job into a skilled profession.

5.   In the Dewey Decimal System, each book is put in a certain group and given a three-digit call number. A book in the 500's would be about _____ or natural sciences, because the 5 --the first digit in the three-digit call number-- tells you what main group a book belongs to. The second digit narrows the main groups down into _____ specific subject areas. The third digit and any digits after the decimal point narrow down the subject matter even more.

6.   Some libraries --ours, for instance-- will have separate sections for some of the larger subdivisions. For example, biographies would normally be in the 900's, but we have them in a separate section organized by the subject's last name. Popular fiction could go in the 800's, but because it is such a large subdivision, we have it in a separate section and alphabetized by the _____ _____. Reference books and oversized books are other examples of possible separate sections.

7.   The spine label on a library book shows the dewey number and first three initials of _____.

8.   The Dewey Decimal System is used in most school libraries and local libraries. Another system, called the _____ system, is used at colleges and universities, large public libraries and the national library of the United States.

OPAC SCAVENGER HUNT

NAME: _____   **DATE/CLASS:** _____

Directions: Answer the following questions using your OPAC.

1. Perform a keyword search for dogs. How many results do you get?

How many results are books?   How many are eBooks or other resources?

2. Search for Beverly Cleary. What is the title of the first book listed?

Why is it first?

3. Perform a keyword search for snakes. Find and write the complete call number for the first

book listed.

4. Perform a keyword search for *Dork Diaries* 10. How many copies?

How many copies are available?

5. According to the summary for *Abel's Island*, what kind of animal is Abel?

6. Perform a keyword search for "Mars Rover." How many results do you get?

How many are books?   How many are other resources?

7. What is the book level of *Constellations* by Steve Goldsworthy?

8. How many pages long is the book entitled *Little House on the Prairie*?

9. What is the copyright year for the book entitled *Brown Girl Dreaming*?

MY HERO: 9/11 POETRY

GRADE LEVEL 4   **SUBJECT** English   **UNIT/THEME** Poetry

OBJECTIVE/TASK

- To encourage students to honor America's heroes and to develop poetry writing skills.

- Students are to be reminded of the September 11th tragedy and the courage of many Americans.

- Students will create, edit, and rewrite a poem regarding an American hero.

SCHOOL LIBRARY SKILL

Library Skills

LA.4.6 Identify types of books - folk tales, fairy tales, and poems.

RF.6.11 Use print and digital reference materials to locate information to support claims in writing.

Research Skills

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

CURRICULUM CONNECTION

CCRS English Language Arts

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

DA.1B.3 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.

IC.1B.4 Use public domain or creative commons media and refrain from copying or using material created by others without permission.

DURATION OF ACTIVITY

The activity can be completed in three to four days. Research can be introduced and completed in two days in the library. The poetry and corresponding class art project can be completed in the class as time allows.

ACTIVITY

- Students will choose a person from 9/11 tragedy who is a hero to them, and create a poem about them.

- Students will read articles from EBSCO *Explora*, located on MAGNOLIA, about the 9/11 tragedy to help build background knowledge about the historical event.

- Students will find pictures from EBSCO *Explora* and other online resources that symbolizes the person in which they are writing about in the poem.

- Librarian and teacher will guide students to appropriate articles for research topics using EBSCO limiters to narrow search results by format, Lexile level, or date.

- Librarian will give a brief lesson on copyright and fair use in regard to using images from the Internet.

- Once the poems are completed, students will create a flag mural to showcase their patriotism to honor those heroes.

RESOURCES

- Computers with Internet access to MAGNOLIA: Library of Congress

- Poetry rubric

- Art supplies

LITERATURE CONNECTION

- *Nine, Ten: A September 11 Story* Nora Raleigh Baskin (2017)

- *The Attacks of September 11, 2001* Lauren Tarshis (2012)

REFERENCE READY SKILLS

GRADE LEVEL 4   **SUBJECT** Library Skills   **UNIT/THEME** Reference

OBJECTIVE/TASK

- Students will learn how to choose, find, and use basic print and digital reference sources.

SCHOOL LIBRARY SKILL

Library Skills

RF.6.2 Identify the location in a dictionary or thesaurus of a list of words.

RF.6.3 Find different subjects in an encyclopedia.

RF.6.5 Use the index to find information about topics in different volumes of encyclopedias.

RF.6.8 Use an almanac to find specific facts.

RF.6.9 Utilize atlases to locate places.

RF.6.11 Use print and digital reference materials to locate information to support claims in writing.

RF.6.12 Write a bibliographic citation for a book, encyclopedia, online sources, and magazine including author, title, publisher, date, and proper punctuation.

Research Skills

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

CURRICULUM CONNECTION

CCRS English Language Arts

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCRS Computer Science

DA.1B.3 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.

IC.1B.4 Use public domain or creative commons media and refrain from copying or using

material created by others without permission.

DURATION OF ACTIVITY

Activities are ongoing but intervals between each activity may vary, with assessment of mastery based on accurate use of resources and completion of all activities. The activity can be completed in three to four class periods.

ACTIVITY

- Librarian will introduce the print reference collection and what types of resources are located in the section.

- Librarian will introduce some databases located on MAGNOLIA to teach students about digital reference resources.

- Students will walk through sample questions as a class before working through individual scavenger hunts.

- Students will work through the reference worksheet to determine the best print and/or digital reference source to use.

- Librarians will teach students how to use citation forms to write accurate bibliographic citations for different sources.

- Students will use citation forms to help write the current bibliographic citation for each source.

- **NOTE** Citation forms and worksheets can be shared digitally between students and teacher/librarian.

RESOURCES

- Computers with Internet access to MAGNOLIA

- Overhead projector or interactive board

- Basic print reference resources

- Reference worksheet

- Citation forms

LITERATURE CONNECTION

- *Noah Webster's Fighting Words* Tracy Maurer (2017)

- *Noah Webster: Man of Many Words* Catherine Reef (2015)

BASIC REFERENCE QUESTIONS

NAME: _____ **DATE/CLASS:** _____

Directions: Answer the following questions using reference sources.

1.   Go to MAGNOLIA. Click on to *Explora*. Click on **Animals**. Click on "Giraffe." *How many results were found? How many magazines were found? How many books?*

2.   Go to MAGNOLIA. Click on to *Explora*. Click on **Biographies**. Click on "Jane Goodall." *How many results were found? How many magazines were found? Are there videos available?*

3.   You are writing a story and have used the word "**mean**" to describe someone twice. You know you need to find a different word but one that means almost the same. *Which reference book will you use?*

4.   You are writing a report about **Abraham Lincoln**. You need to know what year he was born. *Which reference book will you use?*

5.   You are reading a book and come to the word "**perilous**". You do not know what this word means. *What reference book will you use?*

6.   Your parents tell you that you are going on vacation to **Ketchikan**. You want to use a map to see where that city is located and which state it is in. *Which reference book would you use? In which state is the city of **Ketchikan** located? (hint: use the index)*

7.   You want to know which **college football team** was #1 in the past season. *What reference book will you use? What was the #1 **college football team** that year? (hint: use the index)*

AMERICAN REVOLUTIONARY WAR

GRADE LEVEL 5   **SUBJECT** Social Studies   **UNIT/THEME** American Revolution

OBJECTIVE/TASK

- Students will research how different taxes led to the American Revolutionary War using EBSCO *Explora*, located on MAGNOLIA.

- Students will write a five paragraph summary about the American Revolutionary War that is supported with evidence from the text.

SCHOOL LIBRARY SKILL

Library Skills

RF.6.11 Use print and digital reference materials to locate information to support claims in writing.

RF.6.12 Write a bibliographic citation for a book, encyclopedia, online sources, and magazine including author, title, publisher, date, and proper punctuation.

Research Skills

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

TK.9.4 Observe ethical practices including paraphrasing and the selective use of quotations.

CM.13.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.

CURRICULUM CONNECTION

CCRS English Language Arts

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

W.5.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCRS Social Studies

H.5.4 Explain major events of the American Revolution and their outcomes.

H.5.5 Chart the causes and events leading to the American Revolution. Cite the reasons for the establishment of early colonies in North America.

H.5.7 Describe the impact of significant historical figures and events.

DA.1B.3 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.

IC.1B.4 Use public domain or creative commons media and refrain from copying or using material created by others without permission.

DURATION OF ACTIVITY

The activity may take two or three visits to complete or can be introduced in the library and completed in the classroom. The school librarian will introduce the students to the MAGNOLIA database collection and how to do a search based on Lexile levels of the students.

ACTIVITY

- The librarian will divide the class into groups and give the group a topic collaboratively chosen from subject area teachers.

- Students will paraphrase information found on their topic and the librarian will show the students how to write a citation for each source.

- Librarian and teacher will guide students to appropriate articles for research topics using EBSCO limiters to narrow search results by format, Lexile level, or date.

- Students will Give One, Get One by sharing evidence (gathered from research) with another group member on a different topic. This will further their understanding of a different topic and prepare them for future research.

- Students will create a four-square graphic organizer based on their notes and reading in which they state the claim, sequence points, and note supporting evidence.

- Students will begin to write a five paragraph summary about the American Revolutionary War.

- Small Group Peer Review of Essays will read each rough draft essay in the group and add comments, suggestions, and questions between the lines or in the margins. Participants will add at least three comments per paragraph that will help point out awkward phrases, confusing ideas, or otherwise unclear passages.

- Students will write their final drafts using comments from peer review session to make corrections and revisions.

RESOURCES

- Topics

- Computers with Internet access to MAGNOLIA: Library of Congress and National Archives

- Citation form

- Writing checklist

- Four square graphic organizer

LITERATURE CONNECTION

- *The American Revolution* Clara MacCarald (2018)

- *The American Revolution Up Close!: Showing Events and Processes* Ava Beasley (2018)

- *Paul Revere didn't say "The British are coming!" : exposing myths about the American Revolution* Shalini Saxena (2017)

FORESTRY

GRADE LEVEL 5   **SUBJECT** Science   **UNIT/THEME** Ecosystems

OBJECTIVE/TASK

- Students study the relationship between the types of trees, soil, and organisms in the forest ecosystem.

- Students examine the trees/forest in the local area.

- Understand systems, with the importance of organisms on the forest growth, thus maintaining the sustainability of the forest.

- Students use a naturalist approach of multiple intelligences and learning styles for this study by distinguishing among and classifying features in the forest.

    - Investigate and understand the complex interactions and cycles at work in the forest.

    - Understand the factors that contribute to a healthy, sustainable forest.

    - Identify, classify, and grow cultures from samples collected in the forest.

SCHOOL LIBRARY SKILL

Library Skills

RF.6.11 Use print and digital reference materials to locate information to support claims in writing.

RF.6.12 Write a bibliographic citation for a book, encyclopedia online source, and magazine including author, title, publisher, date, and proper punctuation.

Research Skills

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

TK.9.4 Observe ethical practices including paraphrasing and the selective use of quotations.

CM.13.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.

CURRICULUM CONNECTION

CCRS English Language Arts

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when

drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRS Science

L.5.3B Students will demonstrate an understanding of a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web, including producers, primary and secondary consumers, and decomposers.

CCRS Computer Science

DA.1B.3 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.

IC.1B.4 Use public domain or creative commons media and refrain from copying or using material created by others without permission.

DURATION OF ACTIVITY

The activity will take 1 class period for research and continual observations for several days during the growth cultures.

ACTIVITY

- Students will be assigned a partner and working area prior to starting the activity. Students will be given containers for collection of soil before returning to the classroom. Data sheets for observations and recording growth of cultures need to be prepared, with organization of materials, equipment, and clear directions.

- Students will search and read 2 articles from *Explora* regarding forest ecosystems prior to starting the experiment.

- Students will paraphrase information found on their topic and the librarian will show the students how to write a citation for each source.

- Librarian and teacher will guide students to appropriate articles for research topics using EBSCO limiters to narrow search results by format, Lexile level, or date.

- Once students have summarized articles, then the science teacher will help students begin the science experiment.

RESOURCES

- Computers with Internet access to MAGNOLIA: DK Findout! and Great Websites for Kids

- Data sheets

- Science experiment supplies

- Online citation form

- Writing checklist

LITERATURE CONNECTION

- *The Golden Forest: Exploring a Coastal California Ecosystem* Carol Blanchette (2017)

- *Deciduous Forests* Jennifer Hurtif (2012)

- *A Pine Tree's Dream* Jaylee Balch (2016)

GREEN LIVING: PAPERMAKING

GRADE LEVEL 5   **SUBJECT** Science   **UNIT/THEME** Earth and Space Science

OBJECTIVE/TASK

- Students will use EBSCO *Explora*, located on MAGNOLIA, to research the history of papermaking, describe how paper is made commercially, identify the reasons and methods for recycling paper, and present the steps for making homemade paper.

- Students will create a digital presentation and present their work to the class.

SCHOOL LIBRARY SKILL

Library Skills

RF.6.11 Use print and digital reference materials to locate information to support claims in writing.

RF.6.12 Write a bibliographic citation for a book, encyclopedia, online sources, and magazine including author, title, publisher, date, and proper punctuation.

Research Skills

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

TK.9.4 Observe ethical practices including paraphrasing and the selective use of quotations.

SC.11.1 Choose a presentation method based on appropriateness and personal preference.

CM.13.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.

CURRICULUM CONNECTION

CCRS English Language Arts

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability

to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

W.5.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCRS Science

E.5.10 Students will demonstrate an understanding of the effects of human interaction with Earth and how Earth's natural resources can be protected and conserved.

E.5.10.1 Collect and organize scientific ideas that individuals and communities can use to conserve Earth's natural resources and systems.

DA.1B.3 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.

IC.1B.4 Use public domain or creative commons media and refrain from copying or using material created by others without permission.

DURATION OF ACTIVITY

The activity can be completed in four to five class periods. Research can be completed in the first three class meetings and digital presentations can be completed in fourth class. Presentations can occur in the fifth class period.

ACTIVITY

- Students will be divided into four different groups to do research and to design digital presentations. Groups will be divided accordingly:

  - History of paper   How paper is made
  - Recycled paper   How to make paper at home

- Students will use keyword searches for articles on EBSCO *Explora*.

- Librarian and teacher will guide students to appropriate articles for research topics using EBSCO limiters to narrow search results by format, Lexile level, or date.

- Librarian will give a brief lesson on copyright and fair use in regard to using images from the Internet.

- Librarian will teach students how to create a citation for online sources.

- Students will take notes and save pictures that can be used for their presentation.

- Once research is complete, students will create a digital presentation and present the research to the class.

RESOURCES

- Computers with Internet access to MAGNOLIA and slide presentation software

- Citation form

- Digital presentation rubric

LITERATURE CONNECTION

- *Reducing and Recycling Waste* Jen Green (2012)

MINI OLYMPICS

GRADE LEVEL 5   **SUBJECT** Science and Math

UNIT/THEME Measurement and Data

OBJECTIVE/TASK

- Students will identify the attributes of length, weight, capacity/volume, mass, time, and temperature.

- Students will use a computer to research to discover the history, motto, and the revival of the Olympic Games.

SCHOOL LIBRARY SKILL

Library Skills

RF.6.10 Use biographical sources to write informative text.

RF.6.11 Use print and digital reference materials to locate information to support claims in writing.

RF.6.12 Write a bibliographic citation for a book, encyclopedia online source, and magazine including author, title, publisher, date, and proper punctuation.

Research Skills

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

TK.9.4 Observe ethical practices including paraphrasing and the selective use of quotations.

CURRICULUM CONNECTION

CCRS English Language Arts

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

P.5.5A Students will demonstrate an understanding of the physical properties of matter.

CCRS Mathematics

5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

CCRS Computer Science

DA.1B.1 Organize and present collected data visually to highlight relationships and support a claim.

DA.1B.2 Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea.

DURATION OF ACTIVITY

The activity may one to two weeks to complete. The simple research of the Olympic games can be introduced and completed in the library while the actually measuring activities can be completed either in science or math class.

ACTIVITY

- Librarian and teacher will guide students to appropriate articles for research topics using EBSCO limiters to narrow search results by format, Lexile level, or date.

- Students will search and read 2 articles from *Explora* regarding the Olympic games prior to starting the experiment.

- Students will be divided into groups of 4 or 5 students.

- To bring the spirit of the Olympic games to the activity, students can recite the Olympic pledge and create team flags that will represent the winners of each task.

- Students will choose one person from their team to perform each of the tasks. The participants will record an estimate and actual measure.

- The difference between the estimate and the actual measure will be the score. The lowest score wins since it shows more accuracy in estimation.

RESOURCES

- Computers with Internet access to MAGNOLIA

- Supplies for measuring activities and measuring task cards

LITERATURE CONNECTION

- *Ancient Greece and the Olympics* Baby Professor (2017)

- *Inside the Olympics* Todd Kortemeier (2016)

MINI OLYMPIC MEASURING TASKS

Big Foot Contest: Estimate the length of your "big foot" from heel to big toe in millimeters and record the answer. Now measure the actual length of your foot using the official meter tape and record the answer. Determine the score and the record.

Paper Plate Discus: Estimate the distance you can throw a "paper plate discus" and record the answer in meters. Now throw the plate from the starting line as far as you can. Measure the actual distance in meters using the official meter stick or trundle wheel and record the answer. Determine the score and record.

Cotton Ball Shot Put: Estimate the distance you can throw a "cotton ball shot put" and record the answer in centimeters. Now throw the cotton ball from the starting line and record the distance using the official meter tape. Determine the score and record.

Paper Straw Javelin: Estimate the distance you can throw a "paper straw javelin" and record the answer in centimeters. Now throw the cotton ball from the starting line and record the distance using official meter tape. Determine the score and record.

Right-Handed M&M Grab: Estimate the number of M&Ms you can pick up with your right hand and record the total number. Now pick up one handful of M&Ms with your right hand and count the exact number and record. Determine the score and record. Alternatively, you might estimate and find the actual mass of the M&Ms with a gram balance.

Left-Handed Sponge Squeeze: Estimate the volume of water in milliliters you can squeeze with your left hand from a wet sponge and record. Place a small sponge in a bucket of water. Squeeze it to make sure that it is completely wet. Quickly pick up the sponge with your left-hand and squeeze it dry over an empty bucket with a funnel and graduated cylinder and record. Determine the score and record.

How Hot is Hot: Estimate the temperature of a glass of water by putting one finger in the water. Write your estimated guess on the worksheet, then use a thermometer to measure the temperature in Fahrenheit/Celsius.

Ice Cube Curling: Estimate the distance you can slide an ice cube using only a popsicle stick and record your answer in centimeters. Now slide the ice cube from the starting line and record the distance using the official meter tape/stick. Determine the score and record.

MINI OLYMPIC MEASURING SCORE SHEET

TEAM: _____

COMPETITOR: _____

Task	Guess	Actual Measurement	Score (difference)
Big Foot Contest	_____ mm	_____ mm	_____ mm
Paper Plate Discus	_____ m	_____ m	_____ m
Cotton Ball Shot Put	_____ cm	_____ cm	_____ cm
Drinking Straw Javelin	_____ m	_____ m	_____ m
Right-handed M&M Grab	_____	_____	_____
Left-handed Sponge Squeeze	_____ mL	_____ mL	_____ mL
How Hot is Hot?	_____ F/C	_____ F/C	_____ F/C
Ice Cube Curling	_____ cm	_____ cm	_____ cm

LIBRARY ORIENTATION

GRADE LEVEL 7   **SUBJECT** Research Skills

UNIT/THEME Identify area of inquiry

OBJECTIVE/TASK

- Students will become familiar with library resources including MAGNOLIA database consortium.

- Students will learn how to write an outline with citation information.

SCHOOL LIBRARY SKILL

Research Skills

ID.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.

ID.1.2 Narrow or broaden topic.

ID.1.4 Define search terms (e.g. Boolean search operators, alternate terms, keywords).

DC.2.2 Identify potential information sources.

DV.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites, or bookmarks).

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

TK.9.2 Recognize intellectual property rights.

TK.9.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).

CURRICULUM CONNECTION

CCRS English Language Arts

RI.7.2 Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and

cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

DURATION OF ACTIVITY

The activity will take at least one class period. The skills can be introduced in the library and and reinforced in the English class throughout the school year.

ACTIVITY

- Librarian and teacher will reinforce how to find appropriate articles for research topics using EBSCO limiters to narrow search results by format, Lexile level, or date.

- The English teacher will teach students how to complete an outline and create an online citation.

- Both the librarian and English teacher will reinforce copyright and fair use.

- The librarian will distribute the *Library Orientation* worksheet and the citation form. An online version of the worksheet and form can be shared.

- Students will complete the orientation worksheet individually if there are enough devices or in small groups.

RESOURCES

- Computers with Internet access to Library website, OPAC, and MAGNOLIA

- Library orientation worksheet

- Sample outline format

- Online citation form

LITERATURE CONNECTION

- *Library Skills and Internet Research* Precious McKenzie (2015)

LIBRARY RESOURCE ORIENTATION

NAME: _____   **DATE/CLASS:** _____

Directions: Write all answers on this sheet to turn in to the librarian.

1. Write three things from our library homepage that will help you with homework.

2. From the desktop on the computer, go to the Online Public Access Catalog (OPAC).

   a. Do an AUTHOR search about Rick Riordan.

   b. How many book titles does the library own?

   c. Write the "call number" for the books.

   d. Select a book published after 2015.

   e. Click on the Electronic Access, Internet sites about Fantasy-Fiction.

   f. Write three titles that appear under Fantasy-Fiction tag.

3. To use MAGNOLIA from home (remote access), what login must you use?

4. Click on *Explora*. Type "Rick Riordan" in the search box. Click on "Full Text" box and change the publication date to 2015 - 2019. Click "Magazines" and choose *A Magical Summer of Reading*.

5. Create a one-page typed outline, double-spaced, 12-point font, Times New Roman, summarizing the article. Add citation at the bottom of outline. Students can email, print, or share the outline with the teacher.

THE SHARECROP SYSTEM, YESTERDAY AND TODAY

GRADE LEVEL 8   **SUBJECT** MS Studies   **UNIT/THEME** Economics

OBJECTIVE/TASK

- Students will define sharecropping, wage labor, and labor gangs.

- Students will identify races and economic classes of people involved in sharecropping.

- Students will determine the economic and physical geographic circumstances that led to the establishment of the sharecrop system.

- Students will compare and contrast the sharecrop system as it existed in the early 20th Century, and as it exists today in Mississippi.

- Students will discuss whether the sharecrop system was based primarily on race or economic class.

SCHOOL LIBRARY SKILL

Research Skills

ID.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.

ID.1.2 Narrow or broaden topic.

ID.1.4 Define search terms (e.g. Boolean search operators, alternate terms, keywords).

DC.2.1 Recognize need for multiple information sources.

DC.2.2 Identify potential information sources.

DV.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites, or bookmarks).

LC.4.1 Retrieve fiction, non-fiction, and reference books from shelves using call numbers.

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

AP.5.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, non-fiction, newspaper, magazine, Internet source).

AP.5.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g. textbooks, biographies, encyclopedias).

DM.6.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.

RD.8.1 Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation to answer a search question.

RD.8.2 Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals to answer search questions.

TK.9.2 Recognize intellectual property rights.

TK.9.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).

CURRICULUM CONNECTION

CCRS English Language Arts

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions**.**

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

MS.7 Examine the economic, political, and social changes in post Reconstruction Mississippi.

MS.9 Evaluate the economic characteristics of modern Mississippi.

DURATION OF ACTIVITY

The activity will take at least three class periods. The lesson and research skills can be introduced in the library and can be completed in the MS Studies class.

ACTIVITY

- Librarian and teacher will reinforce how to find appropriate articles for research topics using EBSCO limiters to narrow search results by format, Lexile level, or date.

- The librarian will pull books for the research activity or have books readily available for students to use.

- Both the librarian and teacher will reinforce copyright and fair use and how to create a print and non-print citations.

- The librarian will distribute the *Sharecroppers Research* worksheet and the citation forms. An online version of the worksheet and forms can be shared.

- Students will complete the worksheet individually if there are enough devices and books or in small groups.

RESOURCES

- Computers with Internet access to MAGNOLIA: Mississippi Digital Library, Library of Congress, Have Fun with History, Life Photo Archive, and National Archives

- Print resources on sharecroppers

- Sharecroppers research page

- Print and online citation forms

LITERATURE CONNECTION

- *Delta Fragments: The Recollections of a Sharecropper's Son* John Oliver Hodges (2013)

- *Reconstruction: Life After the Civil War* Tim McNeese (2009)

- *The Reconstruction of the South After the Civil War in United States History* Marsha Ziff (2015)

EXPANSION ACTIVITY

- To extend the activity have students search the Mississippi Digital Library for images, oral histories, and primary documents regarding sharecroppers and sharecropping in Mississippi. The resources will give students context to life as a sharecropper.

- The writing activity can be done either in the MS Studies class or in the English classroom.

- English teachers will explain to students what a soliloquy is and how it is used in literature.

- Have students write and present a soliloquy on one of the following:

    - A sharecropper, after his account has been settled and he realizes that he has fallen deeper into debt

    - A sharecropper's son/daughter, as he/she dreams about his/her future

SHARECROPPERS RESEARCH ACTIVITY

NAME: _____   **DATE/CLASS:** _____

Directions: Write all answers on this sheet to turn in to the librarian or MS Studies teacher.

1. What was sharecropping?

2. Why did many blacks continue to return to the areas of their Southern origins?

3. Define: wage labor, labor gangs

4. Which was preferred by the landowner: wage labor or sharecropping? Why?

5. Which was preferred by the laborer: wage labor or sharecropping? Why?

6. What control did sharecroppers have over their own lives and economic resources?

7. What circumstances or events led to an increase in whites becoming sharecroppers?

8. From the tone of their writing, compare and contrast the attitudes of William Faulkner and William Alexander Percy toward the sharecrop system.

9. Using a Venn Diagram, have students compare and contrast current sharecropping with the system that evolved after the Civil War:

    a. In what aspects has the system changed in regards to race?

    b. In what aspects has the system changed in regards to geography?

    c. In what ways has the system remained the same?

10. Add citations used to complete questions and Venn Diagram.

INVENTIONS

GRADE LEVEL 10   **SUBJECT** World History   **UNIT/THEME** Inventions

OBJECTIVE/TASK

- To encourage students to become interested in creating an invention by becoming familiar with various inventors.

- Students will research an inventor or invention that influenced the Agricultural and/or the Industrial Revolution.

SCHOOL LIBRARY SKILL

Research Skills

ID.1.4 Define search terms (e.g. Boolean search operators, alternate terms, keywords).

ID.1.5 Formulate a thesis or state of purpose.

DC.2.1 Recognize need for multiple information sources.

DC.2.2 Identify potential information sources.

DV.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites, or bookmarks).

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

AP.5.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, non-fiction, newspaper, magazine, Internet source).

AP.5.2 Apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.

TK.9.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).

TK.9.4 Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).

CM.13.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.

CM.13.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.

CM.13.3 Revise and edit the information product as needed.

CURRICULUM CONNECTION

CCRS English Language Arts

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

WH.3 Examine the origins, impact, and spread of the Agricultural and Industrial Revolutions.

DURATION OF ACTIVITY

The research can be completed in no more than seven class periods. Research can be introduced and concluded in the library while the writing, editing, and rewriting can be accomplished in the classroom.

ACTIVITY

- Students use EBSCO *Explora* or other databases, located on MAGNOLIA, to find information about their inventor in order to answer questions and write a 5 page report (double-spaced, 12-point font).

- Each report should address factual, biographical information. An accurate "Works Cited" page should be listed in the back, making sure to include the used online resources.

- The school librarian will reintroduce the MAGNOLIA databases and other electronic databases available for student research.

- The school librarian will demonstrate the citation tool in EBSCO for the creation of citations for texts and images.

- Librarian will reinforce how to use EBSCO limiters to help narrow research results.

- Students will create a four-square graphic organizer based on their notes and reading in which they state the claim, sequence points, and note supporting evidence.

- Small Group Peer Review of Essays will read each rough draft essay in the group and add comments, suggestions, and questions between the lines or in the margins. Participants will add at least three comments per paragraph that will help point out awkward phrases, confusing ideas, or otherwise unclear passages.

- Students will write their final drafts using comments from peer review session to make corrections and revisions.

RESOURCES

- Topics

- Computers with Internet access to MAGNOLIA: National Archives and Library of Congress

- Citation form

- Writing rubric

- Four square graphic organizer

LITERATURE CONNECTION

- *100 Inventions of the Industrial Revolution: From 1700-1860* Simon Forty (2019)

- *The Industrial Revolution: Steam and Steel* Britannica Educational Publishing (2016)

EXPANSION ACTIVITY

- To extend the project, students can create their own invention and present it to the class.

- In journals, students will begin each day writing what they are doing to create their invention, why they are doing it, why it is important, how they can use their invention, why they chose to create it, what they need to do next, and will draw statistical information in the form of diagrams, charts, etc. to help explain their invention.

- Through a student self-assessment, students will explain to the class what they invented, why they created it, and give step-by-step instructions on how they created their invention.

- Students can create a poster by advertising their invention. The poster will include an advertising slogan, a drawing of their invention, a description of the product, and the cost to market the product.

- Students will need to attach a materials list with the names of the tools and materials that were used to complete the project.

- Poster directions should include: thinking of an advertising slogan or name for the poster; naming the invention to describe the invention; using block letters and writing neatly for the title; marketing the invention by drawing the invention and how much it is worth; presenting the poster to the class and having students pose questions about the poster.

OTTOMAN EMPIRE

GRADE LEVEL 10   **SUBJECT** World History or Humanities   **UNIT/THEME** Civilizations

OBJECTIVE/TASK

- Student will describe the origin of the Ottoman Empire.

- Students will trace the expansion of Ottoman power under Mehmet II and Selim the Grim.

- Students will identify the cultural and political achievements of Suleiman the Lawgiver.

- Students will summarize the causes of the slow decline of the Ottoman Empire.

SCHOOL LIBRARY SKILL

Research Skills

ID.1.4 Define search terms (e.g. Boolean search operators, alternate terms, keywords).

ID.1.5 Formulate a thesis or state of purpose.

DC.2.1 Recognize need for multiple information sources.

DC.2.2 Identify potential information sources.

DV.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites, or bookmarks).

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

AP.5.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, non-fiction, newspaper, magazine, Internet source).

AP.5.2 Apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.

TK.9.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).

TK.9.4 Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).

SC.11.1 Choose a presentation method based on appropriateness and personal preference.

CM.13.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.

CM.13.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.

CM.13.3 Revise and edit the information product as needed.

CURRICULUM CONNECTION

CCRS English Language Arts

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and

research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCRS Social Studies

WH.5 Analyze the emergence of nationalism and its role in the nineteenth century revolutions, unification movements, and the emergence of multinational empires.

HUM.7 Students will examine the impact of global trade on various civilizations of the world.

DURATION OF ACTIVITY

The activity can be completed in two class periods. The lesson and research skills can be introduced in the library and can be completed in the history class.

ACTIVITY

- The librarian and teacher will discuss and model how to create a pictorial timeline using Sutori.

- Students will be broken into small groups to complete the task.

- The school librarian will (re)introduce the EBSCO *History Reference Center*, *History.com*, and *Library of Congress* resources for students to use to complete the assignment

- The school librarian will reinforce the citation tool in EBSCO for the creation of citations for texts and images.

- Librarian will reinforce how to use EBSCO limiters to help narrow research results.

- Librarian will reinforce copyright and fair use in regard to using images from the Internet. Students will create citations for images or information gathered from outside sources.

- Students will read *Suleiman the Magnificent* and research the reasons that the Ottoman Empire dissolved at the end of World War I.

- Students will use EBSCO EBSCO *History Reference Center*, *History.com*, and *Library of Congress* resources to create a digital timeline that includes at least 10 images.

- Students will share the Sutori timeline with teachers when completed.

RESOURCES

- Computers with Internet access to MAGNOLIA

- Citation form

- Timeline rubric

- Sutori digital timeline creator https://www.sutori.com/

- *Suleiman the Magnificent* - primary source reading

- Timeline of the Ottoman Empire
  https://www.history.com/topics/middle-east/ottoman-empire

- Library of Congress resources
  https://www.loc.gov/search/?in=&q=ottoman+empire&new=true&st=

LITERATURE CONNECTION

- *The Rise and Fall of the Ottoman Empire* Don Rauf (2017)

- *Daily Life in the Ottoman Empire* Mehrdad Kia (2011)

- *The Ottoman Empire* Mehrdad Kia (2008)

TEENAGE HOBOS DURING THE GREAT DEPRESSION

GRADE LEVEL 11   **SUBJECT** US History   **UNIT/THEME** Economics

OBJECTIVE/TASK

- Students will describe what they already about the Dust Bowl.

- Students will determine the reasons for the Dust Bowl.

- Students will identify the economic reasons that family structures changed, forcing some teenagers from their homes.

- Students will conduct Internet research on the lives of the teenage hobos.

- Students will conduct Internet research on the music written by hobos.

SCHOOL LIBRARY SKILL

Research Skills

ID.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.

ID.1.2 Narrow or broaden topic.

ID.1.4 Define search terms (e.g. Boolean search operators, alternate terms, keywords).

DC.2.1 Recognize need for multiple information sources.

DC.2.2 Identify potential information sources.

DV.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites, or bookmarks).

LC.4.1 Retrieve fiction, non-fiction, and reference books from shelves using call numbers.

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

AP.5.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, non-fiction, newspaper, magazine, Internet source).

AP.5.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g. textbooks, biographies, encyclopedias).

DM.6.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.

RD.8.1 Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation to answer a search question.

RD.8.2 Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals to answer search questions.

TK.9.2 Recognize intellectual property rights.

TK.9.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).

CURRICULUM CONNECTION

CCRS English Language Arts

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an

understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCRS Social Studies

US.5 Debate the social changes and the conflict between traditionalism and modernism in the 1920s.

US.6 Analyze the causes and effects of the Great Depression and the New Deal.

DURATION OF ACTIVITY

The activity will take at least three class periods. The lesson and research skills can be introduced in the library and can be completed in the US History class. These activities can be connected to reading John Steinbeck's *The Grapes of Wrath* (1939).

ACTIVITY

- Students will recall what they know about the Dust Bowl by using a map of the Dust Bowl region, discussing the causes of the Dust Bowl, weather patterns, and the economic activity of the region.

- Students will be split into small groups to complete a graphic organizer on what each group knows and how each group feels about hobos. What is the general attitude towards hobos? What circumstances lead people to become hobos before and during the Depression and today? What were the special circumstances involved in people becoming hobos during the Great Depressions?

- Students will use *Academic Search Premier* or *History Reference Center* to search for articles on hobos during the Great Depression.

- The librarian and teacher will reinforce how to find appropriate articles for research topics using EBSCO limiters to narrow search results by format, Lexile level, or date.

- The librarian will pull books for the research activity or have books readily available for students to use.

- Both the librarian and teacher will reinforce copyright and fair use and how to create a print and non-print citations.

- Each group will read one article from either *Academic Search Premier* or *History Reference Center* and an excerpt from a print resource to either:

  - Write a letter from a teenage hobo to his/her family, describing life on the rails. Limit the letter to two full pages.

  - Write a journal entry describing a typical day on the rails, reflecting on what they have left behind and what their hopes are for the future. Entries should include the difficulties in finding food and work, and any dangers and/or joys they experience.

- Each group will complete a secondary search for music or "hobo songs" from the 1930s. The group will construct a hobo song, using the information they have learned for research. Students may use an existing tune, or make up their own.

- Students should include print and online citations at the end of the activity.

- As a class, have each group share how the readings have changed their perceptions of hobos. Discuss what they would do if they were forced out of their homes and had to support themselves.

RESOURCES

- Computers with Internet access to MAGNOLIA: National Archives, Library of Congress, American Verse Project, Have Fun with History, and LIFE Photo Archive

- Print resources on Dust Bowl and the Great Depression

- Map of Dust Bowl region

- Print and online citation forms

LITERATURE CONNECTION

- *The Great Depression: Experience the 1930s from the Dust Bowl to the New Deal* Marcia Lusted (2016)

- *The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl* Timothy Egan (2006)

- *Dust Bowl: The Southern Plains in the 1930s* Donald Worster (2004)

RIVETS, WINGS, AND BASEBALL BATS

GRADE LEVEL 11   **SUBJECT** US History   **UNIT/THEME** World War II

OBJECTIVE/TASK

- Students will investigate why women in World War II went to work in traditional male-rated jobs.

- Students will identify some of the different fields in which women were employed (heavy industry, professional sports, professional musicians, and the military).

- Students will determine the different types of discrimination that faced the women in their new jobs.

SCHOOL LIBRARY SKILL

Research Skills

ID.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.

ID.1.2 Narrow or broaden topic.

ID.1.4 Define search terms (e.g. Boolean search operators, alternate terms, keywords).

DC.2.1 Recognize need for multiple information sources.

DC.2.2 Identify potential information sources.

DV.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites, or bookmarks).

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

AP.5.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, non-fiction, newspaper, magazine, Internet source).

DM.6.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.

RD.8.1 Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation to answer a search question.

RD.8.2 Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals to answer search questions.

TK.9.2 Recognize intellectual property rights.

TK.9.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date

of publication, URL, or date of download).

CURRICULUM CONNECTION

CCRS English Language Arts

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one

source and following a standard format for citation.

CCRS Social Studies

US.7 WWII at home: Examine the nation's role in World War II and the impacts on domestic affairs.

DURATION OF ACTIVITY

The activity will take at least three class periods. The lesson and research skills can be introduced in the library and can be completed in the US History class.

ACTIVITY

- The librarian and teacher will reinforce how to find appropriate articles for research topics using EBSCO limiters to narrow search results by format, Lexile level, or date.

- Both the librarian and teacher will reinforce copyright and fair use and how to create non-print citations.

- Students will divide into 4 small groups and assign each group topics 1, 2, 3, or 4. Instruct each group to read the assigned selections and answer questions.

- Once the questions have been answered, each group will complete a Frayer's Model of the most important parts of the group's topic. Students can write or draw in each square and will include the citation for each square.

- Each group will discuss the articles and the most important points of the group's topic.

TOPICS

1. Women in Industry

EBSCO host: keywords "Rosie the Riveter"

Read the selections and answer the following questions:
1. From what backgrounds did these women come?
2. List as many reasons as you can find about why these women went to work in defense plants and other heavy industries.
3. How did the presence of women change the atmosphere in the workplace?
4. How had the attitudes toward working women changed since World War I?
5. How were labor unions affected by the Rosies?
6. What happened to the Rosies when the men came home from war?

2. Women in Professional Sports

EBSCO host: keywords "All-American Girls Professional Baseball League"

Read the selections and answer the questions:
1. When was the AAGBL established? How long did it last?
2. How many teams did the league have at its height?
3. How popular were the teams? Give examples.

3. Women in Entertainment

EBSCO host: keywords "All-Girl Bands"

Read the selection and answer the questions:
1. Why were the all-girl bands thought of as the "Rosie the Riveters" of the music world?
2. What types of prejudice were faced by the numbers of the bands?

4. Women in Military

EBSCO host: keywords "women and World War II"

Read the selections and answer the questions:
1. What was the purpose of the cadet nurse program?
2. Why did Kanagaki join the program? Why was her experience a bit different from that of other nurses?
3. What, if any, discrimination existed in the cadet program itself?
4. What were the WASPs?
5. What was the primary job of the WASPs?
6. Why were WASPs not eligible for military benefits?

RESOURCES

- Computers with Internet access to MAGNOLIA: National Archives, Library of Congress, Have Fun with History, and LIFE Photo Archive

- Online citation format

- Frayer's model example

- Poster and markers

LITERATURE CONNECTION

- *Saluting Our Grandmas: Women of World War II* Cassie B. Barlow (2017)

- *The Belles of Baseball: The All-American Girls Professional Baseball League* Nelson Yomtov (2017)

FRAYER'S MODEL

Important fact #1

Important fact #2

TOPIC

Important fact #3

Important fact #4
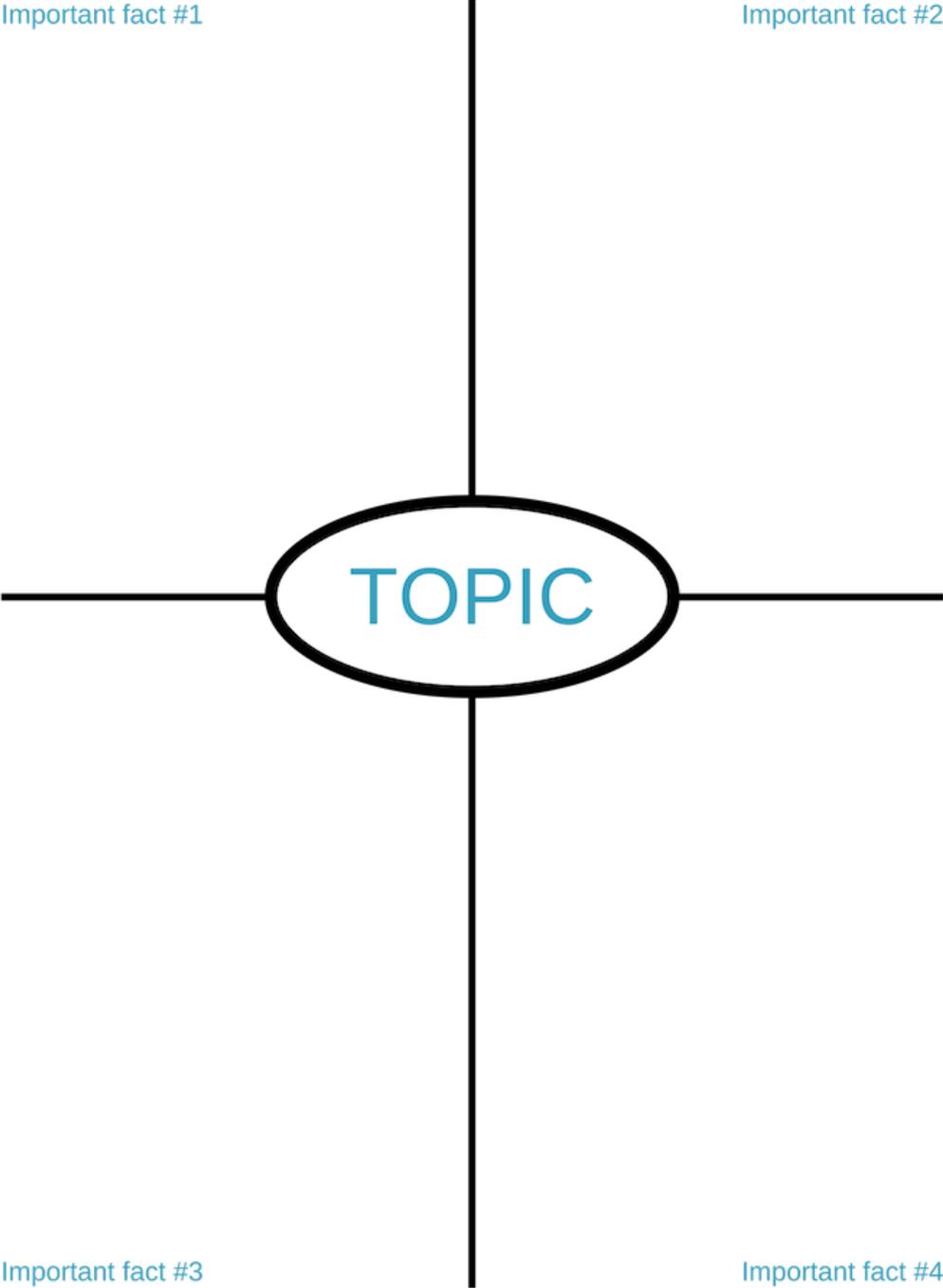
HISPANIC HERITAGE BIOGRAPHIES

GRADE LEVELS 9-12   **SUBJECT** Minority Studies

UNIT/THEME Famous Hispanic and Latino Americans

NOTE National Hispanic Heritage Month celebrates the presence of Hispanic and Latino Americans in North America. The month-long celebration starts on September 15 and runs through October 15.

OBJECTIVE/TASK

- Student will use available online resources and databases located on MAGNOLIA to research and answer 5WH questions (Facts: Who? What? When? Where? Critical Thought: Why? How?) about famous Hispanic leaders, artists, etc.

- Students will discuss how the famous Hispanic has influenced the Hispanic culture in America.

- Students will present information as a digital and brief oral presentation.

SCHOOL LIBRARY SKILL

Research Skills

ID.1.4 Define search terms (e.g. Boolean search operators, alternate terms, keywords).

ID.1.5 Formulate a thesis or state of purpose.

DC.2.1 Recognize need for multiple information sources.

DC.2.2 Identify potential information sources.

DV.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites, or bookmarks).

LC.4.4 Use MAGNOLIA and selected Internet sites to locate information.

AP.5.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, non-fiction, newspaper, magazine, Internet source).

AP.5.2 Apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.

TK.9.3 Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).

TK.9.4 Observe ethical practices including paraphrasing and the selective use of quotations

(e.g., avoids plagiarism).

SC.11.1 Choose a presentation method based on appropriateness and personal preference.

CM.13.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.

CM.13.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.

CM.13.3 Revise and edit the information product as needed.

CURRICULUM CONNECTION

CCRS English Language Arts

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCRS Social Studies

MIN.1 Evaluate the characteristics that may come to define a minority group including distinguishing physical or cultural traits, unequal treatment, involuntary group membership, awareness of subordination, and a strong sense of group solidarity.

DURATION OF ACTIVITY

The activity can be completed in three class periods. Research can be completed in first class and digital presentation can be completed in second class. Presentations can occur in the third class period. The activity may be repeated during the year, focusing on a specific minority groups such as Native Americans, African Americans, Asian Americans, and Women.

ACTIVITY

- The teacher and librarian will assign each student a person from the list.

- Students will use the online resources to answer 5WH questions about the person.

- The school librarian will reintroduce the MAGNOLIA databases and other electronic databases available for student research.

- The school librarian will demonstrate the citation tool in EBSCO for the creation of citations for texts and images.

- Librarian will reinforce how to use EBSCO limiters to help narrow research results.

- Librarian will reinforce copyright and fair use in regard to using images from the Internet.

- Students will create a digital presentation that include at least 4 images and one video.

- Students will present their digital presentation to the class, with an oral summary of the information. Students should be encouraged no to just read from the slides and

speak with clarity and fluency.

RESOURCES

- Computers with Internet access to MAGNOLIA

- Citation form

- Digital presentation rubric

- List of Hispanic artists, writers, leaders, athletes

- National Hispanic Heritage Month website www.hispanicheritagemonth.gov/

LITERATURE CONNECTION

- *Influential Latinos* Enslow Publishing (2016)

ADDITIONAL RESOURCES AND FORMS

ONLINE CITATION FORM

Core Elements	Example 1 (Website Article)	Example 2 (Online Journal)	Example 3 (Database)
Author.		Eichengreen, Barry, and Peter Temin.	Goldman, Anne.
Title of source.	"The Great Depression: (1929-1939)."	"The Gold Standard and the Great Depression."	"Questions of Transport: Reading Primo Levi Reading Dante."
Title of container,	The Eleanor Roosevelt Papers Project,	Contemporary European History,	Container 1: The Georgia Review, Container 2: JSTOR,
Other contributors,			
Version,			
Number,		vol. 9, no. 02,	vol. 64, no. 1,
Publishers,	The George Washington University,		
Publication date,	2016,	08 Sept. 2000,	2010,
Location.	www.gwu.edu/~erpapers/	journals.cambridge.org/action/displayAbstract;jsessionid=17D8914450836C226C76A9DD0661635E.journals?fromPage=online&aid=54609	Container 1: pp. 69-88. Container 2: www.jstore.org/stable/41403188

Core Elements	Online Source
Author.	
Title of source.	
Title of container,	
Other contributors,	
Version,	
Number,	
Publishers,	
Publication date,	
Location.	

PRINT CITATION FORM

Core Elements	Example 1 (Print Book)	Example 2 (Encyclopedia)	Example 3 (Periodical)
Author.	Fitzgerald, F. Scott.	Wink, Paula.	Snierson, Dan.
Title of source.	*The Great Gatsby.*	"Boredom."	"The True Legend of Zelda."
Title of container,		*Encyclopedia of Human Emotions,*	*Entertainment Weekly,*
Other contributors,			
Version,			
Number,		vol. 2,	no. 1422,
Publishers,	HarperPress,	Macmillan Reference,	
Publication date,	8 July 2010,	1999,	15 July 2016,
Location.	pp. 57-61.	pp. 15-23.	pp. 40-41.

Core Elements	Print Source
Author.	
Title of source.	
Title of container,	
Other contributors,	
Version,	
Number,	
Publishers,	
Publication date,	
Location.	

DIGITAL PRESENTATION RUBRIC

NAME: _____   **DATE/CLASS:** _____

PROJECT TITLE: _____

	5	4	3	2	1
Content	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
Slide/poster Creation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way.	Presentation flows well. Tools are used correctly. Overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding.	Presentation is unorganized. Tools are not used in a relevant manner.	Presentation has no flow. No tools used.
Pictures, Clip Art, Background	Images are appropriate. Layout is pleasing to the eye. Images are credited.	Images are appropriate. Layout is cluttered.	Most images are appropriate	Images are inappropriate.	No images
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	1 spelling or grammar error. Text is in authors' own words.	2 spelling errors or grammar errors, but the text is in the authors' own words.	2 spelling or grammar errors. Most of the text is in the authors' own words.	3+ spelling or grammar errors. Text is copied.
Presentation Skills	Well-rehearsed. No pronunciation errors or other mistakes.	General level of rehearsal. Few pronunciation errors or other mistakes.	Acceptable level of rehearsal. Some pronunciation errors or other mistakes.	Low level of rehearsal. Numerous pronunciation errors or other mistakes.	No rehearsal indicated. Too many pronunciation errors or other mistakes.

SCORE: _____

POETRY RUBRIC

NAME: _____   **DATE/CLASS:** _____

PROJECT TITLE: _____

CATEGORY	Excellent - 4	Good - 3	Satisfactory - 2	Needs Improvement - 1
THE WRITING PROCESS / EFFORT	Student devoted a lot of time and effort to the writing process and worked hard to make the poem a good read. The poem has no errors.	Student devoted adequate time and effort to the writing process and worked to get the job done. The poem may have one or two errors.	Student devoted some time and effort to the writing process but was not very thorough. Does enough to get by. There are several errors.	Student devoted little time and effort to the writing process. It appears that the student does not care about the assignment. The poem has many errors.
TITLE	The poem has a title that clearly relates to the poem and adds interest to the theme or message of the poem	The poem has a title that relates to the poem	The poem has a title	The poem has no title
NEATNESS	The final draft of the poem is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the poem is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the poem is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
STYLE	The poem is written with a great sense of style. The poem has been well thought out and makes sense to the reader.	The poem is written with a defined with style. Thoughts are clear to read and understandable.	The poem is written somewhat with style. Thoughts are clear to a degree.	The poem lacks style and the thoughts did not come out clearly on paper.
VOCABULARY	The poem is filled with descriptive vocabulary that appeals to the reader.	The poem includes many descriptive elements and is appealing.	The poem includes some descriptive words and phrases.	The poem lacks description and does not allow the reader to visualize the poem.

SCORE: _____

WRITING CHECKLIST

Organization
- Presents a controlling idea that addresses all parts of the prompt.

- Groups and sequences ideas logically.

- Uses transitions to show relationships among concepts and information.

Evidence and Citations
- Includes well-chosen details, examples, and/or quotations from sources that support the controlling and supporting ideas.

- Consistently cites sources using appropriate format.

Content Understanding

Includes relevant and accurate content that demonstrates understanding of the topics.
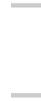
Conventions

Student uses correct capitalization, spelling, and commas before any coordinating conjunction in a compound sentence.

WRITING RUBRIC

NAME: _____   **DATE/CLASS:** _____

PROJECT TITLE: _____

	4 (Accomplished) *writer consistently...*	**3 (Proficient)** *writer frequently...*	**2 (Emerging)** *writer generally...*	**1 (Not Evident)** *writer ...*
Thesis Claim Controlling Idea	States clear, insightful, controlling idea that focuses the writing.	States clear, controlling idea that is maintained throughout the writing.	States partially developed controlling idea or one that is inconsistently maintained.	Lacks a controlling idea.
Organization	Organization is crafted to create a smooth, logical, and compelling written piece.	Organization is logically and appropriately crafted to create an interesting written piece.	Organization is evident but flawed.	Organization is confusing.
Evidence and Reasoning	Reasoning is insightful and fully elaborated throughout the paper with logical examples, details, and evidence.	Reasoning is logical and consistently well-developed with specific examples, details, and evidence.	Reasoning lacks sufficient examples, details, and/or evidence.	Reasoning is vague, undeveloped, or not related to the topic.
Style/Tone	Sentences are clear, complete, and sentence structure is varied. Language is precise and concise, evocative and original. Tone is sophisticated, consistent, and displays mastery of content-specific language.	Sentences are clear and complete but may not achieve structural complexity. Language is precise and effective. Tone is appropriate for the audience. Displays understanding of content-specific language.	Sentences are occasionally unclear, may be wordy, or lack variety. Language is uninteresting or repetitive. Tone is inconsistent and/or inappropriate for audience. Attempts to use content-specific language.	Sentences are vague, incomplete, or otherwise flawed. Language is imprecise or confusing. Tone does not consider the audience. Does not use content-specific language.
Conventions (grammar, punctuation, spelling)	Writing exhibits excellent command of the conventions of written English. Minimal errors have no impact on meaning.	Writing shows a clear command of the conventions of written English. Errors do not significantly diminish meaning.	Writing reveals an inconsistent command of the conventions of written English. Errors are frequent or diminish meaning.	Writing reveals little command of the conventions of written English. Errors seriously diminish meaning.

SCORE: _____

School Library

Collaborate ▪ Learn ▪ Inspire ▪ Read ▪ Create

For more information, please contact Elizabeth C. Simmons in the Office of Elementary Education and Reading.

601-359-2586 | **esimmons@mdek12.org**

Visit: **www.mdek12.org/Library**