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**Rigor, Relevance, and Authentic Learning: A Quest to Align
Projects and Activities with the Dubuque Community School
District Information Literacy Standards.**

Cindy K. Wagner

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RIGOR, RELEVANCE, AND AUTHENTIC LEARNING: A QUEST TO ALIGN
PROJECTS AND ACTIVITIES WITH THE DUBUQUE COMMUNITY SCHOOL
DISTRICT INFORMATION LITERACY STANDARDS

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CHAPTER 1

INTRODUCTION

"If anything is certain, it is that change is certain. The world we are planning for today will not exist in this form tomorrow" (Crosby, 1995).

The world is in constant change, and with it, the education of our students must change to meet the challenges of this future world. Educational institutions have authored, revised, amended, and re-authored standards and benchmarks to fit the changing world of learning throughout history (Kendall, 2000). This research project will be a database of information literacy activities and projects that align with the standards and curriculum mandated by the State of Iowa and the Dubuque Community School District. This database will be accessible by the teacher librarians in the district.

To create educational standards and benchmarks that allow students to meet the challenges of the changing world, it was first necessary to understand how children learn. Over the last 25 years, scientists and researchers began studying the ways children learn. With each of the study results, questions emerged about the best methods to use for teaching and learning in the educational systems in the United States. Students in the past were taught rather than allowed to learn. Many teachers lectured, giving students exercises to practice what was taught (Todd, 2003).

As another example of teacher librarian's interest in how students learn, Paul Zurkowski, who presented his proposal to the National Commission on Library and Information Science, coined the term *information literacy* in 1974 (Mokhtar & Majid, 2006). He believed information literate people possessed the skills necessary to succeed

in their work and pushed to get such a program in place as to teach these skills to students while in the educational system.

The entrance of computers and technology in the schools in the 1970's added a new dimension to information literacy skills (Molnar, 1997). The definition and ideas concerning information literacy evolved to include computers. This trend continued as the World Wide Web and the Internet emerged on the educational scene. Many states in the 1980s mandated districts include computer literacy classes in their curriculum (Fletcher, 2005). Districts created computer labs to accomplish this goal. However, Fletcher states this implementation had flaws in that it "delayed the integration of technology throughout curriculum and instruction" (¶ 5).

Willard Daggett shared similar experiences and reactions as Zurkowski in an interview with O'Neil (1995). Daggett studied the graduates entering the workforce and found that there were huge gaps between what was demanded in the workplace and the skills of the graduates coming into that workforce. Daggett developed the Rigor and Relevance Framework in the 1990's in response to this demand. In his words, "What we need to do is increasingly drive academics higher and higher. But, more importantly, make sure that every academic that we teach is anchored in real-world applications" (2008, p. 12). Daggett's Rigor and Relevance Framework consists of a square divided into fourths or quadrants labeled A through D, each quadrant increasing in complexity and importance to correspond with learning skills. Rigor is measured using the six levels of Bloom's Taxonomy along the left side of the framework. Quadrants A and C represent these levels from the lowest level of awareness to the highest level of evaluation. Relevance to real-life is measured on the bottom of the framework with increasing levels

of application represented by Quadrants A and B. Quadrant D represents the highest levels of both knowledge and application to real-world situations.

According to Harada, Kirio, and Yamamoto (2008), project-based learning (PBL) became one model for developing these problem-solving skills necessary for higher achievement in academics. PBL is a model that has a problem or issue at its core. Students select a topic that has relevance to them, creating goals, tasks, timelines, and resources that will aid in their research. Students, collaborating with others, use a variety of resources, including technology, to create a solution to the problem. Students reflect on the process and their progress throughout the project. Teachers are merely facilitators, while the students are responsible for their learning.

The major thrust of information literacy is the way students research and explore. Teamwork is highly encouraged, and students are taught research skills. A list of numerous authors and their research process models has emerged. The Stripling and Pitts Research Model, also called REACTS, was created in 1988 by Barbara Stripling and Judy Pitts. Carol Kuhlthau developed the Information Search Process in 1989. The Pathways to Knowledge Information Skills Model was created by Marjorie Pappas and Ann Tepe in 1995. The Big6 and the Super 3 are models developed by Mike Eisenberg and Bob Berkowitz in 1996 and 2002, respectively. Many other models have been designed and continue to emerge for the same purpose – creating information literate students, and ultimately adults, through research.

The American Association of School Librarians (AASL, 2007) published Standards for the 21st Century Learner. These standards replaced the AASL Information Literacy Standards for Student Learners (AASL & AECT, 1998) and quickly became the

new standards of Information Literacy for the nation. The AASL incorporated many of the literacy research findings in these standards, and correlations were made to the International Society for Technology in Education's National Educational Technology Standards (NETS) as well (Pappas, 2008). The resulting Standards for the 21st Century Learner are comprehensive, with considerations for student learning and mastering of skills, critical thinking, responsibility in researching and reporting, dispositions, and finally self-reflection and self-assessment on student performance and learning (AASL, 2007).

Many states, including Iowa, have since rewritten literacy standards to include, or align with, these prescribed national standards for information literacy. The Iowa legislature passed these new standards as part of the Iowa Core Curriculum in the spring of 2008. Governor Chet Culver signed them into law very shortly thereafter. Information literacy is a section within the curricular framework in the Iowa Core Curriculum. This defines the necessity to engage students in the information literacy process to access, evaluate, and communicate information. Specifically, students will generate questions to guide their research, narrow a topic, and locate materials. They will also "evaluate information for authority, objectivity, quality, coverage, currency, and relevance" (Iowa Dept. of Education, 2009, p. 51). Finally students will "communicate information and ideas through use of information accurately, responsibly, and ethically; incorporate findings, articulate a research question or thesis; and use technology to communicate research findings" (p. 51). Full implementation of the Iowa Core Curriculum is expected in Grades 9-12 by July of 2012 and Grades K-8 by the 2014-2015 school year (Iowa Dept. of Education, 2008).

The Dubuque Community School District (DCSD) adopted these state and national information literacy standards and added the standards to its curriculum. The DCSD Board approved this new curriculum in the winter of the 2008-2009 school year with implementation expected in the 2009-2010 school year. These newly adopted standards and the revised curriculum require teacher librarians to realign the methods, lessons, and projects they use in their classes.

Statement of Problem

With the DCSD implementation deadline, many DCSD teacher librarians are searching for authentic activities and projects to enable students to achieve these new information literacy standards. Although projects and activities currently exist with individual teacher librarians, a database is not available to assist DCSD teacher librarians in finding activities and projects that align with this new curriculum, as well as discovering gaps in their information literacy programs.

Project Purpose

The purpose of this research project is to create a database of K-12 activities and projects submitted by and accessible to teacher librarians to assist in supporting the DCSD curriculum in all subject areas taught jointly with the AASL 21st Century Information Literacy Standards for Student Learning.

Research Questions

1. Does the web-based format chosen for this project allow accessibility and navigation by DCSD teacher librarians?
2. What types of information literacy activities and projects were submitted by the DCSD teacher librarians for inclusion in this database?

3. In what ways do these information literacy activities and projects align to the DCSD information literacy curriculum?

Terminology

Core Curriculum – A set of standards and benchmarks in all curricular areas designed to improve teaching and learning, provide examples of established instructional processes, and ensure all students participate and achieve rigor and relevance in education (Iowa Department of Education, 2008a).

Database- “A collection of data organized especially for rapid search and retrieval (as by a computer)” (*Merriam-Webster*, 2003, p. 325).

Full Implementation – “...accomplished when the school or district is able to provide evidence that an ongoing process is in place to ensure that each and every student is learning the Essential Concepts and Skill Sets of the Iowa Core Curriculum” (Iowa Department of Education, 2008b, p. 6).

Information literacy – “A set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (Association of College and Research Libraries, 2000, p. 2).

Assumptions

It is assumed that activities and projects for information literacy curriculum currently exist, are being used in the Dubuque Community School District, and are of good quality. It is also assumed that there will be a significant number of K-12 information literacy activities and projects submitted to make this a useful collection for DCSD teacher librarians to access.

Limitations

This study will be limited by the number of information literacy activities and projects submitted by the teacher librarians of the DCSD. This project may only be relevant to teacher librarians in the DCSD.

CHAPTER 2

LITERATURE REVIEW

This research sets out to create a database of K-12 information literacy activities and projects submitted by and accessible to teacher librarians to assist in supporting the DCSD curriculum in all subject areas taught jointly with the 21st Century Information Literacy Standards for student learning. The recent adoption of this information literacy curriculum has exposed a need for closer alignment of existing projects and activities. Such a collection does not exist at present. Questions directing this research include the format accessibility and navigation, the types of information literacy activities and projects contributed to the database, and the ways the activity and project submissions align to the DCSD information literacy curriculum. Three related areas of literature studies are necessary for fully understanding this project: (a) information literacy skills, (b) developing authentic learning opportunities, and (c) academic rigor and student achievement.

Information Literacy Skills

In an action research study by Webber and Johnston (2000), students were given the opportunity to participate in a newly created information literacy class at the University of Strathclyde in Glasgow, Scotland. Webber and Johnston designed this study to explore information literacy from a student perspective and test two hypotheses concerning the learning and use of information literacy skills. These hypotheses included: (a) “that, in order to engage students in the more ‘advanced’ information literacy skills (e.g. the seventh ‘pillar’ of the SCONUL model), we needed to use learning and teaching methods which encouraged reflection” and (b) “that information literacy could stand

alone as a subject for teaching and learning in its own right” (p. 388). The second hypothesis is further clarified by the authors in their declaration that some believe that these skills should be infused in other subject areas.

Approximately 50 Business School undergraduate students in their second or third years participated each of the two years the study was being conducted, from 1998 to 1999 and 1999 to 2000. These students chose to enroll in the one semester information skills class, which would provide them with the tools to seek information and communicate that information. Seven themes were included in this course: (a) the concept of information literacy, (b) verbal communication skills, (c) searching and browsing, (d) choosing and evaluating information, (e) working in groups, (f) written communication skills, and (g) the information world. Webber and Johnston (2000) collected student responses through surveys, observations, written assignments, and verbal discussions.

Several interesting results emerged from this research. A correlation was found between the words students used to describe the concept of information literacy and a brochure about the class offering and its proposed benefits that had been handed out prior to the school year. As time passed, students expressed saving time through more efficient searching and locating relevant information as gaining in importance. A shift from locating information to organizing and evaluating information became apparent to students as well. Webber and Johnston (2000) discovered that students were able to transfer their newly acquired information to other subjects as well. Comments by students demonstrated a self-reflection of information skills use, which led to higher order thinking skills and a transference of the skills to other subjects. This transference of

information literacy skills verified Webber and Johnston's (2000) thinking about the information literacy course being beneficial as a stand-alone class.

Webber and Johnston (2000) learned that students benefited from the information literacy class in the many ways listed above. A study completed by Herring (2006) shared the same perspective, that of the student, but Herring also wanted to explore the confidence level of the student when engaged in a research project using an information literacy model.

Herring (2006) studied student and teacher views of the value of learning and applying information literacy skills to better understand the varying degrees of confidence in student ability to produce quality work and feelings of effectiveness when utilizing an information literacy research model. In this action research study, 52 students in a high school physics class studying sound technology received instruction on a variety of skills and methods of information literacy, including the PLUS research model. The PLUS research model consists of four steps: specify the purpose, locate research materials, use research found, and self-evaluate the completed project and student work. Students were assigned a 600-word essay after selecting a topic in the area of sound technology. Each student was expected to select a topic in the sound technology area, brainstorm, produce a concept map of keywords for their topic, and utilize the PLUS model booklet.

Data for this qualitative study were collected in three ways: (a) questionnaires after the assignment was completed, (b) group interviews with students and teachers, and (c) a teacher librarian interview. Although primarily a qualitative study, some quantitative results were also collected (Herring, 2006).

Herring (2006) found that 29 of the 34 students responding to the questionnaire were satisfied with the PLUS model. The majority of students also indicated that they were not confident in their abilities to complete the assignment satisfactorily before being introduced to the PLUS booklet. After the completion of the assignment, 48% of students stated that the booklet made them more confident.

In the interviews, students shared positive attitudes about the use of concept mapping and brainstorming during the assignment. Students also communicated that preliminary reading helped them pick out keywords to aid them in finding the right resources. Student interviews revealed that 65% of students preferred to take hand-written notes, 15% preferred to take electronic notes, 12% preferred to cut and paste into a word processing document, and 8% preferred to use other methods (Herring, 2006).

Teachers and the teacher librarian revealed in their interviews that the PLUS model had many benefits for students. Students did not rush into the assignment, were better able to think and analyze the assignment, had improved note-taking skills, and were able to transfer information literacy skills through the utilization of the PLUS model. There were also very positive outcomes for the teachers and teacher librarian. Teachers and the teacher librarian found great promise and benefits from project collaboration, the importance of collecting and analyzing student feedback, and the concern for engaging students in critical thinking activities (Herring, 2006).

As Herring discovered in his study, an information research model had positive benefits for students. Project collaboration was also found to be an advantage. The following study conducted by Abdullah and Zainab (2008) injected technology into information literacy practices and learning with similar findings.

In this study, Abdullah and Zainab (2008) articulated the need for students to develop information literacy skills for use with all information resources, including technology resources. The main focus of the study centered on the creation and use of digital libraries, through which students learned and practiced information literacy skills, ultimately leading to student control of his or her own learning. A collaborative digital library was designed to enable secondary students to share their knowledge through history research projects. Abdullah and Zainab chose an urban Malaysian secondary school with quality technology available and a friendly community atmosphere to participate in the study. Several methods were used to collect data for analysis including: (a) surveys of 397 secondary students; (b) group interviews of 30 students participating in the project; (c) interviews with six history teachers; (d) site visits and observations; (e) documentation of student project analysis, as well as project goals, objectives, and methods; and (f) assessment of the collaborative digital library by student and teacher use. Questions concerning Abdullah and Zainab centered on student choices for sources of information, methods of research with an unfamiliar subject, problems encountered, and levels of engaged learning.

In earlier studies of the collaborative digital library, student project documentation analysis found that information that was included in the projects were not a result of higher order thinking skills, but simply recitation of what had been read. Studies also showed that students had difficulty searching and using information about unfamiliar subjects using technology. As a result of these studies, Abdullah and Zainab (2008) detailed the information literacy skills and activities students and teachers would be able to achieve. Students and teachers would browse; search using simple and

advanced methods; communicate by means of email and Internet discussion boards; access web resources; learn to use the digital library; plan, complete, and evaluate the project online; and index projects for future online access. The Big 6, a research model designed by Eisenberg and Berkowitz in 1996, was implemented as the model for learning about the collaborative digital library.

The results of the user interaction with the collaborative digital library demonstrated that students did not understand the digital library and did not possess the skills necessary to access and use the information it contained. Students learned how to make their search descriptions through appropriate keywords toward the end of the project. Teacher interviews revealed responses indicating increases in student motivation, work quality, and information literacy skills. Another response shared concerns about appropriateness of Internet resources. Still others saw the relevance of the project, as well as the potential for more information being published about topics students research. Abdullah and Zainab (2008) concluded that the collaborative digital library had many positive implications on student learning and teacher instruction, provided information literacy benefits, and was a collaborative tool for sharing with the much larger community.

Developing Authentic Learning Opportunities

Rule (2006) found the term *authentic learning* to be vague and engaged in a study to seek clarification. Rule clarified, “Although the term, ‘authentic learning’ is relatively recent, the idea of learning in contexts that promote real-life applications of knowledge extend backward two decades” (p. 1). This qualitative analysis reviewed 45 journal articles that faculty members of the School of Education at SUNY-Oswego submitted as

best examples of authentic learning in their various disciplines. Faculty members each submitted only one or two articles. All articles were read and recurring themes exemplifying authentic learning were identified and organized.

Four themes were identified as supporting authentic learning. These themes were identified as: (a) activities or problems are rooted in the real world having possible implications on an audience beyond the classroom; (b) inquiry, thinking skills, and metacognition are discussed; (c) group learning is employed; and (d) students are given a choice, and learning is student-directed. Rule (2006) expanded on the findings. Students that are challenged by real-world problems become more emotionally involved when given a choice, and thus, become “stakeholders in the problem” (p. 2). Becoming stakeholders, students afforded themselves the opportunity to create solutions that could have possible impact on the larger community.

The study also found that students applied higher thinking skills as they learned through using prior knowledge, inquiry, and discovery in the areas of science, math, and literacy. Included in the higher thinking skills was metacognition, or thinking about the way one thinks. Identified areas demonstrating metacognition were literacy, art education, and vocational education. Teachers modeling these thinking processes allowed students to achieve higher thinking skills themselves. Discussions with classmates, community members, and computer-supported collaborative communities enabled students to engage in higher thinking processes and gain new knowledge (Rule, 2006).

Through teacher examples in this study, Rule (2006) devised a clearer picture of authentic learning. Study of this topic proceeded with many variations in focus. Elliot

(2007) conducted the following study with the focus on authentic learning's effects on teachers and students.

In a longitudinal ethnographic study incorporating action research, Elliot (2007) studied authentic learning and its effects on teachers and students. The study took place over a seven-year period from 1997-2004 and involved teachers of the Early Literacy Initiative Project, "a university-based professional development opportunity" (p. 34). More than 200 PK-3 teachers with varying experience--from teachers in their first year to those with over 20 years of experience—participated in academic-year cohorts. Small groups of approximately 25 teachers attended a two-week summer institute with intensive instruction on action research. These 25 teachers then used action research to document student early literacy learning in vignettes, or stories in the following academic year. Throughout the year, a site coordinator supported the teachers by coaching, classroom visits, follow-up meetings and individual interviews.

"Teachers' stories of children's literacy learning and their own teaching were transformed by the authentic learning they encountered through action research" (Elliot, 2007, p. 36). Teachers documented stories of how they began to view the learning of their students and the ways they changed their teaching to affect student learning. Many of the vignettes shared the teacher's experience of coming to the understanding that students are individual learners, progressing in his or her own time, and seeming to benefit from smaller group rather than whole class instruction. Teachers also realized meaningful professional growth through action research because it was authentic. The knowledge that teachers gained was authentic due to the fact that the research took place in their classrooms and had a direct impact on their teaching. Student literacy gains were reported

by 90% of participating teachers each year over the previous year due to the implementation of more effective teaching practices.

Achievement by students was monitored for growth during this study. Pre- and post-assessments, running records of oral text reading, writing samples, and district assessments were collected throughout the year. Of the students making the greatest growth, 82% were identified as low-progress students. In comparing low-progress, average-progress, and high-progress students annually, the greatest gains in literacy were consistently made by the low-progress students. Overall, 100% of students made gains on at least one literacy achievement measure. Literacy achievement gains were made on two or more measures by 70% of students (Elliot, 2007).

In the research study by Elliot (2007), teachers and students demonstrated many positive ways authentic learning has affected teachers and students. In the following study, the authors discovered some unexpected, adverse affects reported by students as well.

Certo, Cauley, Moxley, and Chafin (2008) conducted a study to investigate student views of standards-based instruction and how it has affected their learning. The researchers interviewed 33 high school students from seven urban Virginia school districts in this study. Representatives from each school district chose a high school that best represented the district demographically. School officials then drew student names randomly for participation. Written parental permission was required for participation in the study. Interviews were conducted in the spring of 2001, three years after the implementation of the Virginia Standards of Learning (SOL). It was determined that most

students in the study had some recollection of classes before the implementation of the SOL.

Researchers asked the students several open-ended questions in daytime, audio-taped interviews in private rooms at the schools lasting 30 to 45 minutes for each interview (Certo et al., 2008). Questions included: (a) favorite classes the students had; (b) reasons the students considered these classes their favorite ones; (c) motivational techniques the teachers in these classes employ; (d) changes that have occurred in classes or teachers due to the implementation of SOL; and (e) students' perceptions of teacher interest or how students knew their "teacher cares" (p. 31). Interviews were conducted by five study team members, a research assistant, and the main investigators. All were trained or experienced interviewers. Researchers created notes of their observations and of student body language as they interviewed.

Certo et al. (2008) discovered three themes from the interviews: "authentic curriculum and classwork; standards of learning impact; and teacher support" (p. 31). In support of authentic learning, students were found to want a variety of activities that were "hands-on" (p. 31), or required active involvement. Students shared their dislike for non-active learning activities such as taking notes and completing worksheets. Most student views of the impact of SOL on classroom environment and teacher instruction were negative stating a faster instructional pace, the inability to study any curricular topic in depth, and teacher instruction becoming less engaging. Of the 68 comments about SOL, 72% were negative, 21% were neutral, and 1% was positive. The positive statement was made by a student who felt teachers were able to focus on the curriculum better with SOL rather than "making up their own stuff" (p. 33). Concerning teacher support, students

described caring teachers as those that challenged, encouraged, related, and helped. The most common comments by students in this study were that caring teachers listen and provide authentic learning opportunities in their classes.

Academic Rigor and Student Achievement

Todd (2006) conducted a qualitative study of 574 students in 10 New Jersey schools to research how new knowledge is acquired and integrated into previous knowledge. Students were chosen by nomination and selected by the research team. Students were completing an inquiry project using library resources. Collaboration and team-teaching techniques were implemented by 10 school librarians and 17 classroom teachers. Librarians and classroom teachers received training on implementation of the project and the study. Research focused on changes in knowledge over the length of the study. Data was collected during March and April 2004 using three surveys given at various times during the project. Students completed surveys at the beginning, the middle, and the end of the inquiry unit.

The research team coded student statements into three categories based on a model they had chosen: factual, explanation, and synthesis. The factual and explanation categories were further broken down into statement types. The factual category contained property, manner, and set membership statements. The explanation category contained reason, outcome, and consequence statements. Results of the surveys showed significant increases in property and manner statements at each stage. Increases were not evidenced to the same levels in the other categories. Todd (2006) found two patterns emerging in the changes in knowledge: (a) Students seemed to gather new facts to add to their prior knowledge; and (b) Students gathered new facts to change their prior knowledge. The

two patterns are the “additive approach [and the] integrative approach” (¶ 26), respectively.

Students in this study demonstrated their knowledge gains through the increase in the number of statements made on the end surveys. Students appeared to follow the additive approach more often than the integrative approach, adding facts to the knowledge they previously possessed. The researchers also “identified a group of students who appeared to engage more analytically, conceptually, and reflectively in information use” (Todd, 2006, ¶ 41). These students gathered facts for synthesis into their prior knowledge, demonstrating higher thinking skills.

Understanding how students acquire and incorporate new knowledge encourages further investigation into student achievement. The implementation of state and national accountability standards provides excellent questions concerning impact and influence on student learning. The following study addresses such questions.

Srikantaiah, Zhang, and Swayhoover (2008), shared results from a study of the impact/influence of the No Child Left Behind (NCLB) Act and state accountability policies on curriculum, instruction, and student achievement in Rhode Island. Three questions were addressed in this study: (a) What practices are causing trends of increasing scores on math and reading tests?; (b) What practices are causing trends of narrowing achievement gaps between students of different ethnic backgrounds, income levels, and races?; and (c) What changes have schools, districts, and teachers made in curriculum, instruction in response to NCLB and state accountability policies?

Six schools in Rhode Island were chosen with a variety of instructional methods, school settings, school levels, and student cultural and socio-economic backgrounds

represented. Three elementary schools, one middle school, and two high schools participated in this study by Srikantaiah et al. (2008). Case study interviews and classroom observations were employed for studying the influence of NCLB and state accountability. Interviews were conducted with administrators, students, parents, teachers, and other school representatives including teacher librarians, reading and math specialists, Reading First coaches, and administrative interns. Policy documents and curriculum analysis was conducted for understanding of instructional policy change in response to the focus on student achievement.

Srikantaiah et al. (2008) conducted the study from November to May during the 2007-2008 school year and stated the following qualitative results: "The most successful schools in terms of improvement status seem to be those that have achieved the greatest alignment between state standards and the curriculum designed to meet those standards" (p. 7). All three of the elementary schools reported changing curriculum to align it closer to the state standards. The teachers and administrators at the two elementary schools attaining high achievement and the middle school supported this in their interviews as well.

State and national standards drive education and curriculum, leading to increasing rigor in student learning and teacher instruction, in turn, leading to higher student achievement. Lance (2001) also found similarities in the relationship between school library media programs and student achievement.

Lance (2001) revisited four previous state studies that had shown a correlation between school library media programs and academic achievement of United States public school students. The four state studies examined closer in this quantitative study

involved: (a) Colorado, (b) Pennsylvania, (c) Oregon, and (d) Alaska. Lance studied these four states further to answer questions of consistency between schools and states, the validity of the Colorado study over time, the comparison of state standards-based and state norm-referenced achievement tests in relation to library media programs and student performance, the specific roles of library media specialist, and the importance of principals, teachers, and technology in these studies.

Lance (2001) gathered statistics by surveying school library media programs in those four states on topics of staffing numbers and hours, staff activities, size of library collection, circulation and usage statistics, and technology available. To define the teacher librarian's role of instructor, a criticism of the original Colorado study, Lance queried survey respondents on activities relating to collaboration and leadership with amount of time spent on each weekly. Surveys also included library-networked computer counts in the Library Media Center and school-wide to determine the level of integration of technology in the library program. Various uses of the computers were also questioned in the surveys. The surveys were completed at the building level. Statistics for school test scores, expenditures per pupil, teacher educational backgrounds, community data, and socio-economics were collected from state departments of education and federal institutions.

Lance (2001) found commonalities among all four states. Library media programs with better staffing, better funding, and better collections had higher academic achievement. Levels of student achievement related to levels of library media specialist involvement in leadership, information literacy teaching, technology use, and collaboration. The availability of networked computers, Internet, library catalogs, and

online databases also increased levels of student achievement. The study found that the support of teachers and principals is essential for library media specialists to affect student performance on achievement tests.

Summary

Information literacy skills were shown to enhance student learning. Webber and Johnston (2000) cited a positive change in the way students searched after being taught information literacy skills. The introduction of a research model, as shown in Herring's (2006) study, and the incorporation of technology also made positive impacts on student learning (Abdullah & Zainab, 2008). The studies of authentic learning demonstrated the importance of challenging students with real-life problems (Rule, 2006; Elliot, 2007). However, Certo et al. (2008) found unexpected drawbacks in authentic learning instructional opportunities when complying with state standards. Student achievement increased as more rigorous instruction occurred. As alignment between state standards and curriculum became closer, student achievement increased (Srikantaiah et al., 2008). Lance (2001) found that student achievement also increased with higher quality library media programs.

CHAPTER 3

PROCEDURES

Previous to this time, a database did not exist to assist teacher librarians in the Dubuque Community School District (DCSD) with project and activity alignment with DCSD information literacy standards. These standards were adopted in the winter of 2008, and their implementation began in the fall of 2009. This research project is a database of K-12 information literacy projects and activities already in use in the district that align with the standards and curriculum mandated by the State of Iowa and the Dubuque Community School District. Teacher librarians in the district are able to access this database to locate projects and activities that align with the new curriculum for use in their own classrooms.

Parameters of Project

The research project is a database of projects and activities currently being used to support the information literacy standards and benchmarks; they have been submitted by K-12 teacher librarians in the DCSD. New information literacy projects and activities that were developed to align with the 2009 standards were also accepted when submitted in their completed form. These projects and activities were assumed to be significant in number and of good quality. The database was constructed to include all of the new DCSD information literacy standards. However, the projects and activities that were contained within the database were limited to the number and variety of submissions. Submissions were requested of K-12 teacher librarians by use of a Library Project and Activity Submission Form (see Appendix A). It was assumed that the projects and activities submitted were aligned with the new curriculum by the submitting teacher

librarian. This database is housed on the district server and is available to all DCSD teacher librarians via the Internet.

Project Design

This database is web-accessible with an interface that allows browsing and searching features. The home page (see Appendix C) has the DCSD name centered with Information Literacy Standards and Benchmarks Project and Activity Database centered beneath. The font used was Times New Roman. The text was placed in html heading size five and bold. Four browser buttons were centered beneath this text. They were labeled: Home, Browse/Search, Sitemap, and About Database. The text on these buttons was also placed in font Times New Roman. Bold and html heading size four were used for the button text. A bulleted list of four items was placed below the buttons. The text was aligned to the left of the screen. Browse and search choices were listed behind the bullets. Font used was Times New Roman, size four, and was not in bold. The main layout was used for the subsequent pages including: the browse/search interface; the individual grade level; and the standard and benchmark pages.

The browse/search interface (see Appendix D) was constructed to be similar in appearance as the home page. Below the button bar, the text was divided into two columns, each with a search choice for the header. The first was aligned to the left with grade level titles below the text, Search by Grade Level. The second was standards one through six with the header Search by Standard. Below the two columns, a table was placed with benchmark descriptors next to the benchmark identifier number. Text is consistent throughout the database.

Project Format

The format of this research project is a web-accessible database with a searchable interface. A database format was chosen for the ease of storing, organizing, and retrieving a large amount of information quickly and accurately (Bopp & Smith, 1995). The information literacy standards were listed in the database in the order they are presented in the district policy documents. The project and activity entries are listed in the database below the aligned standard in alphabetical order. This database was constructed using a software program called Dreamweaver. This program allowed ease of construction and enabled teacher librarians to easily access when it was completed. It was placed on the district server for convenient access by teacher librarians.

Procedures

The initial step of this project was to obtain a copy of the DCSD information literacy standards that were approved by the Board of Education in the winter of 2008. These standards were entered into the database in the order they appear on the original document. District technology personnel were contacted to receive approval for housing the database on the district server. The researcher gained permission from the superintendent of the district to conduct this research. The researcher then obtained permission from the University of Northern Iowa Institutional Research Board for Human Subjects participation in this project. Once that application and sample consent letters were approved, the researcher gained permission from the teacher librarians in the district who participated in this project. Next, a Library Project and Activity Submission Form (see Appendix A) was constructed to request information literacy projects and activities currently being used by the K-12 teacher librarians in the DCSD. This

submission form included a mailing address as well as an email address for submissions. These submission forms were mailed to all K-12 DCSD teacher librarians through regular school mail delivery. As forms were returned with submissions attached, the projects and activities were organized and entered into the database. When all projects and activities that were submitted by a certain date were added to the database, the database was made available to teacher librarians. A follow-up survey (see Appendix B) was designed and mailed to all DCSD K-12 teacher librarians via regular school mail delivery for evaluation of the submission process and accessibility of the database. The input from these surveys allowed adjustments to be made to the database.

CHAPTER 4

THE PROJECT

This research project is a web-based database of K-12 projects and activities currently being used to support the information literacy standards and benchmarks; they have been submitted by participating K-12 teacher librarians in the DCSD. This database is titled Dubuque Community School District Information Literacy Standards and Benchmarks Project and Activity Database and is available at:

http://www.tablemound.dubuque.k12.ia.us/DCSD_IL_DB/Main_Pages/home.htm

(see Appendix E)

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Research has shown that information literacy skills enhance student learning. Specifically, student learning increased when teacher librarians were involved in leadership, information literacy teaching, technology use, and collaboration (Lance, 2001). Further, as alignment between state standards and curriculum improve, student achievement also increased (Srikantaiah et al, 2008). The recent adoption and implementation deadline of new DCSD information literacy standards provided a challenge for DCSD teacher librarians. DCSD teacher librarians are searching for authentic activities and projects to enable students to achieve these information literacy standards and increase student achievement. A searchable instrument did not exist to assist teacher librarians with project and activity alignment with these new DCSD information literacy standards, although projects and activities already exist and were being used in the district.

The purpose of this research project was to create a database of K-12 information literacy projects and activities already in use in the district that align with the standards and curriculum mandated by the State of Iowa and the Dubuque Community School District. As a result of this project, teacher librarians in the district have access to this database to locate projects and activities that align with the new curriculum for use in their own classrooms.

Summary

The researcher constructed a simple interface with a professional appearance for use on the main pages of the database. The Home page was designed as an introduction

to the database website for navigation explanation. The grade level list was added to the Browse/Search page in numerical order, as were the DCSD information literacy standards and benchmarks in the order they appear in the district document. It was discovered by the researcher that a submission form button placed on the main layout would allow easier teacher librarian submissions. A fifth button was added as a result. This button was placed under the DCSD information literacy database header to the right of the four browser buttons. This fifth button displayed a plus sign (+) and was linked to a copy of the project and activities submission form. An email link to the researcher was included at the bottom of this form.

To request submissions for this database, the researcher enlisted the participation of the DCSD teacher librarians. Consent letters, written consent forms, and library project and activity submission forms were created and mailed to the 19 DCSD teacher librarians via school mail. Signed written consent forms were returned by eight DCSD teacher librarians and 18 project and activity submission forms were returned from four of those giving written consent to participate. Projects and activities submitted were attached to the standards, benchmarks, and grade levels assigned in the format they were received. When all submissions that were received by the deadline were entered into the database, the database was made available to the DCSD teacher librarians. Follow-up surveys were then mailed to the eight participating DCSD teacher librarians. Follow-up surveys were received from five teacher librarians.

Conclusions

Research Question 1: Format

Does the web-based format chosen for this project allow accessibility and navigation by DCSD teacher librarians? Of the five follow-up surveys that were returned, three stated that they did not submit any projects or activities to the database. Of those three, two responded that they have not been able to access the database, and one left the question unanswered. These were the only responses marked on the survey. The two remaining surveys responded that they had submitted projects and activities and had been able to access the database. In response to describing their experiences with navigating the database, both found it “easy to use and navigate.” Two suggestions were made for submission and access/navigation ease: a) create a web-based submission form to be filled out and submitted online, and b) encourage and include email contact information for teacher librarians who may want to locate samples or templates for projects and activities published in the database. The two surveys that were returned completed shared these thoughts: “I just hope that you get some more projects,” and “It is something we need so much!”

Research Question 2: Information Literacy Activities

What types of information literacy activities and projects were submitted by the DCSD teacher librarians for inclusion in this database? A wide variety of projects and activities were submitted for use in the database. Several singularly focused on information literacy standards and benchmarks. These included: a) becoming acclimated to the library media center, b) exploring resources provided by AEA Online, c) accessing and logging into student accounts of the library card catalog, d) using the almanac to find

information, e) evaluating websites, f) finding information using Google through a game, and g) learning about Internet safety. Numerous projects and activities submitted focused on information literacy standards and benchmarks that were integrated into other curricular areas; science, history, and geography were the curricular areas represented. One activity incorporated research into language arts through persuasive writing. All but three submissions contained detailed lesson plans for the activities. One included a supplemental worksheet.

Research Question 3: Information Literacy Curriculum Alignment

In what ways do these information literacy activities and projects align to the DCSD information literacy curriculum? At least one project or activity was submitted for most grade levels. Kindergarten did not have any projects submitted. All standards were represented by five or more activities. Only one benchmark was not represented by a project or activity. This benchmark focuses on creating and clarifying to frame the search for new understanding. Most submissions relate to more than one benchmark and/or standard. One activity that was submitted was aligned with the previous DCSD standards and benchmarks. The author realized the mistake and resubmitted with the new DCSD standards alignment.

Recommendations

Through the completion of this research project, the researcher has discovered the importance of authentic learning opportunities, rigorous and relevant education, integrated information literacy skills instruction, and closely aligned curriculum on student learning. It is hoped that the creation of this database will assist DCSD teacher librarians in locating projects and activities that can be used in their classrooms to support students in achieving the new DCSD information literacy standards and benchmarks, as well as to discover projects and activities that may fill gaps in their information literacy programs. It is also hoped that the DCSD teacher librarians continue to submit projects and activities to the database that are aligned with the DCSD information literacy standards and benchmarks.

The researcher recognizes the specificity of the projects and activities to the DCSD information literacy standards and benchmarks included in this database and that these projects and activities may not align with other school and district information literacy standards and benchmarks. The projects and activities in this database may be used in other schools and districts aligned with the AASL (2007) information literacy standards and benchmarks, Standards for the 21st Century Learner.

Finally, it is recommended that projects and activities be developed to align with the DCSD benchmark that does not have representation at present; specifically, the benchmark that focuses on developing and refining a range of questions to frame the search for new understanding. In addition, it is recommended that projects and activities be developed for the grade level that is not presently represented, namely, the grade level

of Kindergarten. Ideally, projects and activities should be developed and added to this database for all DCSD standards, benchmarks, and grade levels to be represented.

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APPENDIX A

LIBRARY PROJECT AND ACTIVITY SUBMISSION FORM

Dubuque Community Schools Information Literacy Database Project

Title of Project or Activity: _____

DCSD Information Literacy Standard(s) and Benchmark(s) that Project/Activity supports:

Project or Activity Details: (Please feel free to attach a lesson plan)

Submitted by: _____

Please submit to:
Cindy Wagner
100 Tower Dr.
Dubuque, IA 52003

OR

Email to:

cwagner@dubuque.k12.ia.us

Thank you for your participation!

APPENDIX B

LIBRARY PROJECT AND ACTIVITY FOLLOW-UP SURVEY

Dubuque Community Schools Information Literacy Database Project

Did you submit any projects or activities to the DCSD Information Literacy Database

Project? Yes No

If yes, please describe your experience with the submission

process. _____

Do you have any suggestions to make the submission process a more positive

experience? _____

Have you been able to access the database? Yes No

If yes, please describe your experience with accessing/navigating the

database. _____

Do you have any suggestions to make your database access/navigation a more positive

experience? _____

Please share your experience and thoughts about the

database.

Thank you for participating in this project!

Please submit to:

Cindy Wagner

100 Tower Dr.

Dubuque, IA 52003

OR

Email to:

cwagner@dubuque.k12.ia.us

Thank you for your participation!

APPENDIX C

DATABASE HOME PAGE

Dubuque Community School District
Information Literacy Standards and Benchmarks
Project and Activity Database

[Home](#)[Search](#)[Sitemap](#)[About this Database](#)

- Browse the standards
- Search the database by grade level
- Search the database by standard

APPENDIX D

BROWSING INTERFACE

Dubuque Community School District

Information Literacy Standards and Benchmarks

Project and Activity Database

Home	Search	Sitemap	About this Database
------	--------	---------	---------------------

Browse by Grade Level:

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5

Browse by Standard:

- Standard 1: (With Descriptors for each)
- Standard 2:
- Standard 3:
- Standard 4:
- Standard 5:
- Standard 6:

Browse by Benchmark:

1.1 (With Descriptors for each)
1.2
1.3
1.4
2.1
2.2


(continue table for all benchmarks)

APPENDIX E

PROJECT WEBSITE AND SUBMISSIONS

Home

Dubuque Community School District
Information Literacy Standards and Benchmarks
Project and Activity Database

[Home](#) [Browse/Search](#) [Sitemap](#) [About Database](#) 

Home

At this website, you will be able to:

- Browse the standards
- Search the database by grade level
- Search the database by standard
- Submit a project or activity (Click the + button on top of this page)

Dubuque Community School District
Information Literacy Standards and Benchmarks
Project and Activity Database

[Home](#)[Browse/Search](#)[SiteMap](#)[About Database](#)**Browse/Search****Search by Grade Level:**[Kindergarten](#)[Grade 1](#)[Grade 2](#)[Grade 3](#)[Grade 4](#)[Grade 5](#)[Grade 6](#)[Grade 7](#)[Grade 8](#)[Grade 9](#)[Grade 10](#)[Grade 11](#)[Grade 12](#)**Search by Standard:**

Standard 1: Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.

Standard 2: Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Standard 3: Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members of our democratic society.


Standard 4: Learners use skills, resources, and tools to pursue personal and aesthetic growth.

Search by Benchmark:

1.1 Develop and use strategies for locating information.
1.2 Determine accuracy, relevance, and comprehensiveness.
1.3 Apply information in critical thinking and problem solving.
1.4 Organize information for practical application.
1.5 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
1.6 Develop and refine a range of questions to frame the search for new understanding.
2.1 Devise strategies for revising, improving, and updating self-generated knowledge.
2.2 Assess the quality of the process and products of personal information seeking.
2.3 Use technology and other information tools to analyze and organize information.
2.4 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
3.1 Seek information from diverse sources, contexts, disciplines, and cultures.
3.2 Respect the principle of equitable access to information.
3.3 Use information technology responsibly and respectfully.
3.4 Share knowledge and information with others.
3.5 Use information and technology ethically and responsibly.
4.1 Seek information related to various topics of personal interest.
4.2 Derive meaning from information presented creatively in a variety of formats.
4.3 Recognize differences in quality of literary works and other expressions of information.
4.4 Use social networks and information tools to gather and share information.

Sitemap

Dubuque Community School District
Information Literacy Standards and Benchmarks
Project and Activity Database

[Home](#)
 [Browse/Search](#)
 [Sitemap](#)
 [About Database](#)
 

Sitemap

<p>Websites Dubuque Community School District</p> <p>Elementary Schools Audubon Byant Carver Eisenhower Fulton Hoover Irving Kennedy Lincoln Marshall Prescott Sageville Table Mound</p> <p>Middle Schools Jefferson Roosevelt Washington</p> <p>High Schools Central Dubuque Senior Hempstead</p>	<p>School Library Websites</p> <p>Elementary Schools Audubon Byant Carver Eisenhower Fulton Hoover Irving Kennedy Lincoln Marshall Prescott Sageville Table Mound</p> <p>Middle Schools Jefferson Roosevelt Washington</p> <p>High Schools Central Dubuque Senior Hempstead</p>
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Updated April 14, 2010

About Database

Dubuque Community School District
Information Literacy Standards and Benchmarks
Project and Activity Database

[Home](#)[Browse/Search](#)[Sitemap](#)[About Database](#)**About This Database**

This database is an attempt to collect Information Literacy projects and activities used throughout the District aligned with the DCSD Information Literacy Standards and Benchmarks. It is hoped that this database will be a resource for teacher librarians for accessing ideas for projects and activities to supplement curriculum needs. Teacher Librarians in the DCSD may submit projects at any time using the submission form. The submission form may be accessed using the round + button at the top of each page.

This database was created as part of a research project through the University of Northern Iowa in the Spring of 2010.

Updated March 17, 2010

Submission Form

LIBRARY PROJECT AND ACTIVITY SUBMISSION FORM

Dubuque Community Schools Information Literacy Database Project

Title of Project or Activity: _____

DCSD Information Literacy Standard(s) and Benchmark(s) that Project/Activity supports:

Project or Activity Details: (Please feel free to attach a lesson plan)

Submitted by: _____

Please submit to:

Cindy Wagner

100 Tower Dr.

Dubuque, IA 52003

OR

Email to:

cwagner@dubuque.k12.ia.us

Thank you for your participation!

Submissions

1. Book Talk – Genres- Grade 3

Title of Project or Activity: _____ Book Talk- Genres 3rd Grade _____

DCSD Information Literacy Standard(s) and Benchmark(s) that Project/Activity supports:

_____ 1.2, 4.2 _____

Project or Activity Details: (Please feel free to attach a lesson plan)

_____ Lesson to introduce (reintroduce) different genres to students in an effort to encourage them to expand their reading choices.

Submitted by: _____

Book Talk – Genres (3rd grade)

****Goal** - to introduce (reintroduce) different genres to kids in an effort to get them to expand their reading choices.

*Give students definition of the genre, give them examples (and do booktalks of the examples), and hand out copies of definitions/examples. Also, talk about how to find the books using the computer and/or the lists we keep in the library.

Fiction

1. Traditional Literature – originated in the stories passed down orally throughout history. It includes folktales, fairy tales, myths, legends, and epics.

*Examples: Behind the Back of the Mountain
 The Twelve Clever Brothers and Other Fools
 The Son of the Leopard

2. Fantasy – fiction that contains unrealistic or unworldly elements.

*Examples: The Tale of Desperaux
 The World According to Humphrey
 Witches Wishes
 Freaky Friday
 Charlotte’s Web
 Tuck Everlasting
 Ella Enchanted

3. Science Fiction – a special division of fantasy that involves or is based on scientific principles.

*Examples: A Wrinkle in Time
 Qwerty Stevens, Stuck in Time

4. Mystery - Deals with the solution of a crime or the unraveling of secrets.

*Examples: The House on the Gulf
 The Missing Manatee

5. Realistic Fiction – drawn from the author’s imagination but is true to life.

*Examples: Al Capone Does My Shirts
 How to Eat Fried Worms
 Because of Winn Dixie
 Blubber

6. Historical Fiction – drawn from the author’s imagination but is true to life in some period of the past

*Examples: Number the Stars
 White Star: a Dog on the Titanic
 Race for the Sky
 The President's Daughter
 The Doll with the Yellow Star
 The Family Under the Bridge

Non-Fiction

1. Informational – provides ideas, facts, and principles that are related to the physical, biological, or social world.

*Examples: Sadako and the Thousand Paper Cranes
 Sign Language – A First Book
 Super Bowl!
 Discovering the United States
 America
 Firefighting
 The Children of Alcatraz
 Getting Along With Your Teachers

2. Biography – an account of the life of an individual

*Examples: George Washington Carver
 Eleanor Roosevelt
 First Children (920)

3. Autobiography – an account of the life of an individual written by the subject.

*Examples: My Life in Dog Years
 Bill Peet

2. *Book Talk – Genres- Grade 4*

Title of Project or Activity: _____ Book Talk- Genres 4th Grade _____

DCSD Information Literacy Standard(s) and Benchmark(s) that Project/Activity supports:

_____ 1.2, 4.2 _____

Project or Activity Details: (Please feel free to attach a lesson plan)

_____ Lesson to introduce (reintroduce) different genres to students in an effort to encourage them to expand their reading choices.

Submitted by: _____

Book Talk – Genres (Fourth Grade)

****Goal - to introduce (reintroduce) different genres to kids in an effort to get them to expand their reading choices.**

***Give students definition of the genre, give them examples (and do booktalks of the examples), and hand out copies of definitions/examples. Also, talk about how to find the books using the computer and/or the lists we keep in the library.**

Fiction

4. Traditional Literature – originated in the stories passed down orally throughout history. It includes folktales, fairy tales, myths, legends, and epics.
5. *Examples: Her Stories
King Arthur
6. Fantasy – fiction that contains unrealistic or unworldly elements.
*Examples: The Miraculous Journey of Edward Tulane
The World According to Humphrey
Witches Wishes
Freaky Friday
Charlotte’s Web
Tuck Everlasting
Ella Enchanted
7. Science Fiction – a special division of fantasy that involves or is based on scientific principles.
*Examples: A Wrinkle in Time
Qwerty Stevens, Stuck in Time
8. Mystery - Deals with the solution of a crime or the unraveling of secrets.
*Examples: The House on the Gulf
The Missing Manatee
9. Realistic Fiction – drawn from the author’s imagination but is true to life.
*Examples: Al Capone Does My Shirts
How to Eat Fried Worms

Because of Winn Dixie
Blubber

10. Historical Fiction – drawn from the author’s imagination but is true to life in some period of the past

*Examples: Number the Stars
 White Star: A Dog on the Titanic
 Race for the Sky
 The President's Daughter
 The Family Under the Bridge

Non-Fiction

4. Informational – provides ideas, facts, and principles that are related to the physical, biological, or social world.

*Examples: Sadako and the Thousand Paper Cranes
 Sign Language – A First Book
 John Madden's Heroes of Football
 America
 Flight
 The Children of Alcatraz

5. Biography – an account of the life of an individual

*Examples: George Washington Carver
 Eleanor Roosevelt
 First Children (920)

6. Autobiography – an account of the life of an individual written by the subject.

*Examples: My Life in Dog Years
 Bill Peet

3. *Almanac Introduction and Use – Grade 5*

Title of Project or Activity: _____ Almanac Introduction and Use 5th Grade _____

DCSD Information Literacy Standard(s) and Benchmark(s) that Project/Activity supports:

_____ 1.1, 2.1 _____

Project or Activity Details: (Please feel free to attach a lesson plan)

_____ Introduction of almanacs to students for locating information. Students will then do “What if...” scenarios using almanac

Submitted by: _____

Almanac Lesson Plan (5th grade)

Supplies: -Almanacs (different types/years – include the Farmer’s Almanac)
-4 large sheets of butcher paper (to hang up for answers to questions)
-Markers
-“What if” sheets

Day 1:

1. Hand out Almanacs and have the students go through them. Tell them you want help answering 3 questions:
 - a. What kind of information is in an Almanac?
 - b. How is it organized?
 - c. What would you use an Almanac for?
2. After they’ve had some time to look through, gather responses to the 3 questions and list them on the papers.
3. Go over the parts of an Almanac (e.g. Index, Table of Contents, Glossary, etc.)

Day 2:

1. Review the 3 questions.
2. When the questions are answered, do a final question: What is the definition of an Almanac? Write the answer on a 4th sheet.
3. Give each student an index card. Have them list their name and homeroom at the top. Tell them to find an interesting fact to list as a “did you know…” on their card. Tell them to put “…this is according to (the date and title of their Almanac)” at the bottom of the card. These facts will be used on the morning announcements.

Day 3:

1. Have the kids do real world scenarios using the Almanac (see “What if” sheet)—can be done in pairs. *Do first one with them.

Name _____ Date _____

What if....?

Think about the following situations. Put yourself in each scene. Use the *almanac* to answer the questions.

1. You will be taking a class trip to Italy. You will want to purchase souvenirs. What currency (money) will you be using? _____

2. For a U.S. History project, you need to make coins that commemorate the first 15 presidents of the United States. You can't remember the ninth president. Who is he?

3. In science you are studying volcanoes from all over the world. You need to know three different volcanoes that have erupted in the last 50 years. What are their names?

4. You have just taken up the sport of mountain climbing. Your goal is to climb the highest mountain in the United States someday. Which mountain will that be?

5. You are writing a story in English class about a very fast runner. You want to compare them to the world's fastest animal. What animal would that be? _____

6. In Social Studies, you are doing a report on Massachusetts. You need to know the date it entered the Union. What was that date? _____

7. In the year 2010, the United States will conduct a census. Your teacher wants you to know some reasons why they do a census. Give 3 reasons why.

8. You are entering the Geography Bee at school. You want to study the capitals of some of the world's countries. For instance, what is the capital of Australia?

9. The Body Bee is coming up, and you need to know the purpose of the different systems of the body. As an example, what is the job of the nervous system?

10. While studying machines in science, you wondered in what year the submarine was invented. What year was it? _____

4. Flat Stanley – Grade 1

Title of Project or Activity: Flat Stanley – First Grade

DCSD Information Literacy Standard(s) and Benchmark(s) that Project/Activity supports:

1.1, 1.4, 2.1, 3.1, 3.4

Project or Activity Details: (Please feel free to attach a lesson plan)

- Students read the book Flat Stanley while learning about geography and community in the classroom
- Students are asked to bring an envelope addressed to a friend or relative who lives in an interesting place
- Students learn how to take digital photos of each other. They assist the IMS in saving the photos to the shared folder
- The IMS pastes the students' heads from the digital photos onto a Flat Stanley body. Students color the "Flat Me" to look like themselves and cut them out. These are posted to the web so that students can print extras at home.
- Students type the date, greeting, closing, and their name into a MSWord letter template that is then saved into their shared folder
- Students print out their completed letter and mail it in the addressed envelope
- When letters, postcards, and Flat Students are mailed back to school, teachers locate their origin on the map and talk about the places the Flat Students visited.

Web address of samples:

http://www.lincoln.dubuque.k12.ia.us/FirstGrade/2005_2006/Flat_Stanley/FlatStanley05.htm

Submitted by: Janann Dostal

5. *Wonderful Weather – Grade 2*

6. *Beautiful Butterflies – Grade 2*

7. *Famous Americans – Grade 2*

Title of Project or Activity: Wonderful Weather – Second Grade

***the same type of project is also used for “Beautiful Butterflies” and “Famous Americans” in second grade.

DCSD Information Literacy Standard(s) and Benchmark(s) that Project/Activity supports:

1.1, 1.2, 1.4, 3.4, 4.1

Project or Activity Details: (Please feel free to attach a lesson plan)

- Students research a weather topic and write 2-10 sentences about their findings
- Students create a 8x11” illustration to go along with their research
- Students scan their illustration and save it into their shared folder
- Students type their sentences into MSWord and save their work to their shared folder
- Students work with the IMS to create a slide in an interactive powerpoint presentation that is used to teach others and posted on the web site

Web address of samples:

<http://www.lincoln.dubuque.k12.ia.us/School-Wide/Showcase/secondgrade/2008-2009.htm>

Submitted by: Janann Dostal

8. *Media Center Orientation – Grade 6*

Media Center Orientation

NAME: _____

TEACHER: _____

Part A - Use what you already know, look it up for yourself, or ask a teacher to answer the following questions.

1. What is the check out time for each item (on the date due slip): a book? _____
a magazine? _____
reference material? _____
2. How many times may you renew an item after the first check out? (First time doesn't count!) _____
3. Name 2 periodicals (magazines) you can find in this library.
 - a. _____
 - b. _____
4. What's the call # for a paperback by Brian Jacques? _____
5. What would the call # be for an autobiography by Vlad Guerrero? _____

Part B - Get up and look around the library to find these answers.

1. According to World Book Encyclopedia what volume should you look in to learn about the play Our Town? _____
2. How many volumes are in the Contemporary Musicians set?

3. What are three (of the 6) search types, when using the DCSD online catalog, on our student terminals?
 - a. _____
 - b. _____
 - c. _____
5. Give the title _____ and call number _____ for a book about Cesar Chavez.
6. How many books does this library have about animals (use the wild card*)? _____
7. Name a Newbery Award title _____ & and Teen Award title _____

Part C - Which type of reference book (A-F) would best answer the questions below? Use each letter only once!

- _____ 1. What is the Spanish word for baby? A. Almanac
- _____ 2. What 2004 movie won an Academy Award for best picture? B. Essential Atlas of the World

____ 3. Name 1 country which borders Leichtenstein (country). C. DCSD Online Catalog

____ 4. What is one synonym for student? D. Winter Celebrations

____ 5. What's the title and call # of a book about Eric Gagne? E. Collins Spanish/English . . . Dictionary

____ 6. When is St. Lucia day celebrated (month & day)? F. Thesaurus

Part D - Read the questions in Part C, look up the answers using these books, and write your answers below.

1. (spelling counts) _____

2. _____

3. _____

4. (spelling counts) _____

5. (spelling counts) _____

6. _____ (month) _____ (day)

Part E - Go to the section of the Media Center listed below. Describe 1 topic & its title from each section:

1. What's a topic/title in the non-fiction section of the Media Center with a Dewey Decimal number of

ERMS Orientation Quiz

<http://roosevelt.dubuque.k12.ia.us/Pages/Main/MediaCenter/Orientation.htm>

1 of 2 4/19/2010 3:50 PM

001-199?

2. What's a topic/title in the non-fiction section of the Media Center with a Dewey Decimal number of

200-399?

3. What's a topic/title in the non-fiction section of the Media Center with a Dewey Decimal number of

400-599?

4. What's a topic/title in the non-fiction section of the Media Center with a Dewey Decimal number of

600-799?

5. What's a topic/title in the non-fiction section of the Media Center with a Dewey Decimal number of 920?

6. What's a topic/title in the non-fiction section of the Media Center with a Dewey Decimal number of B?

7. What's a topic/title in the non-fiction section of the Media Center with a Dewey Decimal number of

800-999?

Submitted by: Kathy Pisarik

ERMS Orientation Quiz

<http://roosevelt.dubuque.k12.ia.us/Pages/Main/MediaCenter/Orientation.htm>

2 of 2 4/19/2010 3:50 PM

9. Google Game – Grade 6-8

Title of Project or Activity: Google Game -adapted from

<http://www.schoollibraryjournal.com/article/CA6296500.html> _____

DCSD Information Literacy Standard(s) and Benchmark(s) that Project/Activity supports:

Standard 1 – Learners use skills, resources, & tools to inquire, think critically, and gain knowledge.

1.5 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

Project or Activity Details:

Effective Internet (Google) Search Techniques

Plan ahead

1. Determine several search terms you want to use:
 - a. Think of related terms that are broader or narrower than your original term
 - b. Think of synonyms
 - c. Know correct spellings for all terms

Get to the search engine (goodsearch doesn't work –won't let you block .coms)

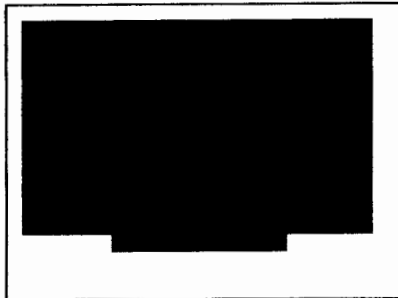
2. Go to <http://www.google.com/>

Limit the number of search results (hits) to under 100.

3. Use these strategies:
 - a. Use ten (10) or fewer search terms; FAQ can be a good term to include.
 - b. Use quotation marks to ensure exact word order and/or phrases
 - c. Use + or – to include or exclude terms such as “George Washington’ –Carver +president”.
 - d. Type site:edu (or org, gov, mil) to get appropriate, dependable answers from legitimate sources.
 - e. Searches in most search engines (Google) should not be asked in question format.
 - f. Practice searching using these strategies to see who can find the answer to this question first and with the fewest number of hits. Who is the current mayor of Dubuque

Submitted by: Kathy Pisarik _____

10. DCSD Library Card Catalog – Grades 6-7

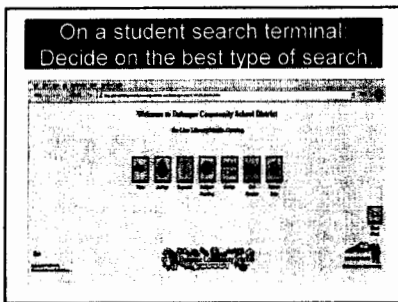


To look at the online catalog, *(search terminal)* go to library's computers.

If the Internet is not open click on Netscape 7.2.



The home page is our search screen.



How do you search using the DCSD online catalog?

- What kinds of searches should you use if:
- If you don't know the exact title?
- You know the title? the author?
- If you want to get more books on a topic?
- Boolean search/Wild card * (Shift + 8)

When do you use a wild card?

- When you want books about all forms of a word:
- Dog* gives you: Dogwood
- Dogs Dogfish
- Doggie
- Doghouse

When do you NOT use a wild card?


Cat* gives you:

- Cats
- Catnip
- Catfish
- Cattail
- Catherine
- Catastrophe
- Caution
- Cation

Caterpillar
Catalogue

When you find books you want, write down the call number.

Use the paper and pencil in the box beside each computer to write down the call number of the material you want.



What's a call number?
Letters or numbers that identify the type and location of an item

- What items does this call number identify?
- PB =
- F =
- SC =
- B =
- MAG =

What's the call number for non-fiction books?
It depends on the books topic.

Look at your bookmark and answer:

- What does this call number mean? (in general) 100-900?
- 920? What comes after 920?
- B? What comes after B?

Dewey Decimal Numbers

001- 099 Generalities 800 – 899 Literature
 100 – 199 Philosophy 900 – 919 Geography
 200 – 299 Religion 920 - Group Biography
 300 – 399 Social Science B – Bio. . . /Autobio. . .
 400 – 499 Languages 921-999 History
 500 – 599 Math /Science
 600 – 699 Applied Science/Technology
 700 – 799 Arts/Recreation

What's the call number for

• Biography/Autobiography ?

B	B
Was	Ken
Adl	Ken

What items do you find in the Reference section? Call # R


- **Almanacs** (facts, statistics, records)
- **Atlases** (maps)
- **Dictionaries** (foreign, thesauri, English)
- **General encyclopedias** (World Book)
- **Subject encyclopedias** (art, music, celebrations, animals, Eleanor R.!)

Award Books - Call # AW

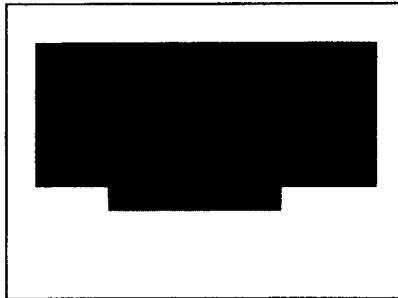
- **Where are award books located?**
- **Which award books are included?**
 - Newbery Awards - poster
 - Iowa Children's Choice Awards – top shelves
 - Iowa Teen Awards – Shelf by circulation desk

- **Books - 3 weeks ----- Renewals – 2 times**
- **Magazines – 1 week ----- No renewals**
- **Reference – overnight --Renewals – 2 times**


Now you have the key for information on the scavenger hunt!




11. DCSD Library Catalog Student Sign-on



NOT

- Double-click on this symbol  to open Internet
- The URL depends on the school.
- Go to the Roosevelt Home Page www.roosevelt.dubuque.k12.ia.us

•Click on School Library



What's new at Eastern Rowlett?

- In Wednesday, October 12, 2005 the Lake County 7th Grade Program will be having a combined meet at Eastern Rowlett. The meet location will be at Eastern Rowlett.
- Please stop by the Technical Office if you are interested in having a laptop or tablet meet.
- From 8:00 AM to 12:00 PM, please stop by the Technical Office to sign up for the meet.

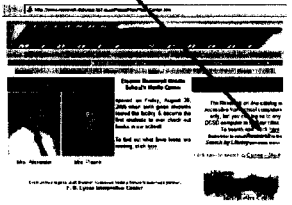
Special Schedules

• We have a class schedule and meeting program on October 12th.


• We have a class schedule and meeting program on October 12th.

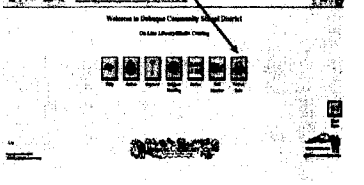
• We have a class schedule and meeting program on October 12th.

Click here.



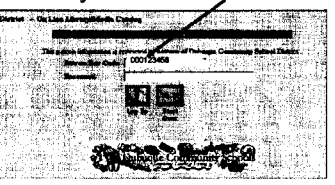
• Click on the link that says "Click here" to go to the website.

Now click on  Patron Info



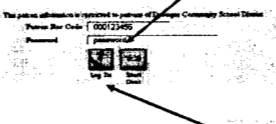
• Click on the icon that says "Patron Info" to go to the website.

Keep your Patron Bar Code covered, so no one else can see your student ID #.



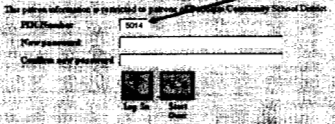
• Keep your Patron Bar Code covered, so no one else can see your student ID #.

1. Type your original password: the word password

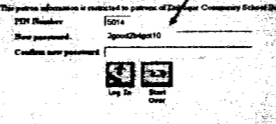


2. Click on the Log In button.


Your PIN Number is the last 4 digits of your phone number (563-552-5014).



Now think of a password that ONLY you know and that you can remember. Type it!

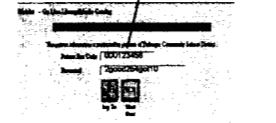


1. Confirm your new password by typing it in the bottom space




2. Now hit the Log In button

Start from the beginning with your new password. Keep your bar code (ID) covered!

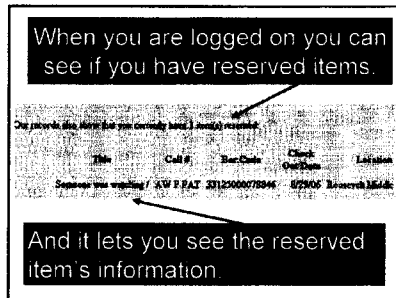
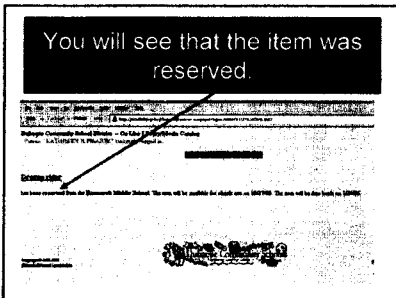
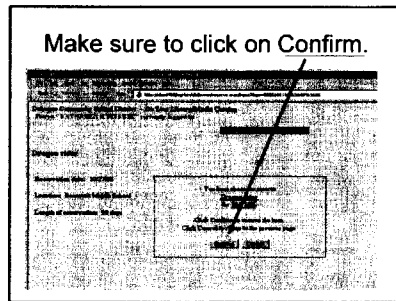
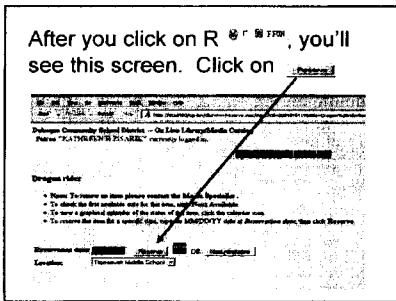
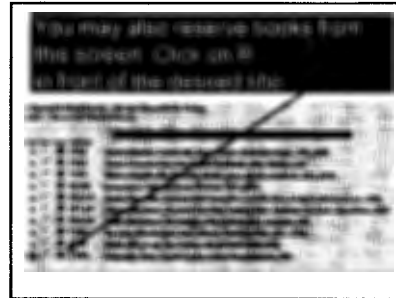


Now your name is at the top of the screen and you can see all items



Or that are **overdue**

Fire-hiker /	FIRE	331230006767	21697	4.95
Grassy third-miles song /	FORS	331230002564	10304	.00
Over the river /	FACR	331230000377	10300	.00
The people of Supta /	EDSR	331230000751	10400	.00
The city of Supta /	AVFDI2	331230007282	10400	.00



12. Persuasive Writing – Grades 6-8



The Power of Persuasive Writing






What is Persuasion?

It is the ability to manipulate people's thinking



and change people's minds.

How can you do this?


- Persuasive writing presents an "argument" or statement 
- that is open to debate 
- and includes an element of uncertainty, to be proven to the audience. 


- State your opinion clearly, in a sentence or two, within the first paragraph.


"Salted Nut Rolls are better than Snickers."



After you state your argument:

- present two or three different strong reasons to support your argument.
- support these strong reasons with evidence: concrete, specific data. 


- An argument without evidence is opinion. 

- Evidence makes the argument persuasive. 

- Use research to prove your claims.

Persuasive writing uses these tools:

- *Facts* - can be proven with expert opinions or quotations.
- *Statistics* - offer scientific support (charts, graphs, numbers).




- People only believe evidence that is properly cited, so, it is important to cite your evidence correctly.
- Read the following examples and see which you would believe.

#1
 "Requiring driver's licenses is a waste of time and money."
 (are you convinced?)
 OR
 #2 *Is this more convincing?*



Michael Corleone, director of the Virginia Department of Motor Vehicles, argues in a May 2002 Virginian Pilot article that "the issuance of Commercial Driver's Licenses is a waste of taxpayer money and DMV resources." How about this? _____



#1
 "More people are eating salted nut rolls."
 OR
 #2
 Alfredo Garcia's article in USA Today cited a study by the American Association of Sweets that showed 49% more people bought Salted Nut Rolls than Snickers in 2006.





In addition to Reason, which says, it's the logical thing believe or do, your strong reasons could use:



Ethics It's the right thing to believe or do.
 or
Emotion It makes you feel good to believe or do this.

- *Examples* - are powerful illustrations. 
- *Definitions* - make the meaning of words or phrases clear.
- *Anecdotes* - are incidents, often based on writer's personal experiences. 


- *Emotional appeals* - use these to provide support for reasons,
 - comfort want love 
- use carefully chosen loaded words,
 - delicious beautiful luxurious 

- use words that carry positive
 - colorful exciting 
 - friendly welcome 

or

- negative connotations,
 - dirty smelly disgusting garbage 
 - sore painful sharp bleed bruise 

to sway readers' emotions.

- *Present opposing views* - give reasons and evidence to prove the opposition wrong. 
- Convince the audience that your opinion can withstand opposing arguments.

Create a conclusion that clinches your argument.

Do this by

- restating the main points of your speech. *Make your audience reconsider issues you have presented.*

- broadening your audience's awareness of the problem by

- offering solutions or

- calling for action - *urge the audience to do something.*



- Reinforce the arguments with your own memorable words.

In short, "There is no more perfect brain food than the Salted Nut Roll."



13. Website Evaluation – Grades 6-8

Determining Legitimate Web Sites



www.defenselink.mil

usmilitary.about.com

Is it someone's personal page?

Does the URL use words like:

- Personal
- J Smith (or a person's name)
- GeoCities, AOL, or other commercial servers.

What about its domain name?

Domain Names: owl.english.purdue.edu/
www.sikids.com/

Legitimate Web Sites

use endings like:

Domain name = Type

k12.ia.us = k-12 school in IA

.gov = government

.edu = college, university

.org = non-profit organization

.mil = military OR

Use endings like: State / Country

.ca = California

.k12.ca.us OR

.ca = Canada

www.city.timmins.on.ca

.au = Australia

.de = Deutschland

Less dependable sites

(anyone can write these)

use domain endings like:

.htm or .html HyperText Markup Language

.net = Internet service Provider

.com = Commerical site

Are these dependable sites?

www.fuelfacts.org/headlines008.htm

www.niddk.nih.gov/

www.diabetes.org.uk/home.htm

www.city.timmins.on.ca/Municipal.pdf

How could you tell which sites were dependable?

- Look at the domain names.
- Look at the site and then
- Evaluate the content.

What do these endings tell you?

www.fuelfacts.org/headlines008.htm

www.niddk.nih.gov/

www.diabetes.org.uk/home.htm

www.city.timmins.on.ca/Municipal.pdf

When you look at the sites, remember to always evaluate for accuracy, currency, and appropriateness.

Who published the pages?

Is the publisher a trusted source?

The publisher is listed between the "www" and the domain name.

www.nytimes.com = the New York Times

www.goarmy.com = U. S. Army

<http://www.alberteinstein.info> = a university site

For more examples, go to

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

14. AEA Online – Grade 6-8

Iowa AEA Online

**How to use
Keystone Online Resources**

by K. Pisarik, Teacher-Librarian

Where can I get **free**, reliable, up-to-date info?

- Google/Internet sources are **free** but not *necessarily* reliable or current.
- Government sites are **reliable**, but not *necessarily* free or **up-to-date**.
- Educational sites are **reliable and up-to-date**, but not *necessarily* free.

So where CAN I go?

Iowa AEA Online

Go to here to get newspaper, magazine, encyclopedia, and **MORE** information that is **Free! Reliable & Up-to-date!**

Go to: www.aea1.k12.ia.us





Any time, anywhere you need information, just know this.

- Your User Name:
keystone_ _ _
- Your Password
keystone

Go to the Keystone site and click on Online Resources

EBSCO Magazine Index

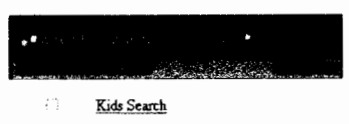
Where Can I go to get Magazine, Newspaper, & Reference Articles, plus Photos and Maps?

1.  [EBSCOhost](#)
[High School Magazine Collection](#)
[Middle School Magazine Collection](#)
[Secondary School Magazine Collection](#)
[Professional Development Collection \(PDR\)](#)
2.  [EBSCOhost Research](#)
3.  [EBSCOhost Test Link](#)
4.  [Custom Research Center](#)

Each type has its advantages:

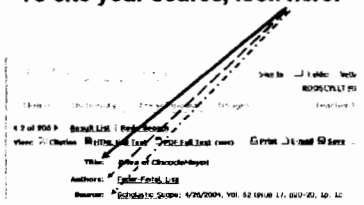
EBSCOhost [High School Magazine Collection](#)
[Middle School Magazine Collection](#)

EBSCOhost [EBSCOhost Espanol](#)



[Kids Search](#)

To cite your source, look here:



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1 of 1000 [Result List](#) [Full Text](#) [PDF](#) [HTML](#) [XML](#) [Text](#) [Image](#) [Audio](#) [Video](#) [Microfilm](#) [Microprint](#)


Title: [policy of Chicago's Mayor](#)

Author: [Coker, Frank, 1918-](#)

Source: [Reference Source](#), 6/29/2004, Vol. 42 Issue 11, 667-67, 10 p.

Things to consider before you look for information:

1. Have I thought of likely search terms and synonyms ?
2. Do I know how to spell my search terms and synonyms ?
3. Do I know when & why to use "quotes"?
4. Do I know how to get Full text articles?
5. Do I know how to use "Find" or "Find in this page" ?



CONGRATULATIONS!

You now have accurate, current information for research!


15. Internet Safety – Grades 6-8

Internet Safety
Tips

By K. Pisarik

The district's AUP
requires that you:


1. Only log on to computers when a teacher is supervising



2. You only go to sites your teacher selects for you ... or sites with a good reputation.

WHY do we have these rules?

Cyberspace is like a giant mall or stadium or park. It's a huge public place.




... from
anywhere —
and
through computers.
So what?


... a place
you're familiar with:

- In your neighborhood.

and some you should avoid.




in your neighborhood
 you know many people
 you meet but you still
 have some rules, such
 as be



This is important because

on Internet.


and people can be who they really
 are or



Some people disguise how old they
 are, what their
 criminal record is.

or
 you may come across

- That's why it's a good
 idea to b



and what you do

Schools want to keep you safe, so

- Teachers must always supervise
 you while you're on-line
- School computers may only be
 used for educational purposes
- Chat rooms are NEVER allowed at
 school.
- Only teacher-recommended blogs
 are allowed.

The Acceptable Use Policy at
 school tries to keep you safe
 on-line, but

what can you do to keep
 yourself safe at home?

Good things to do at home are


to people
 you know

- or
- run by reputable companies
-

your real name
 your address
 or your phone number.

Also,

- In your neighborhood, you protect your privacy – you are careful about what you tell people about yourself or your family.



Be careful how you use the internet and what you tell other people about yourself.

Some web sites before allowing you to join in an online activity

Required Information:

Username Password

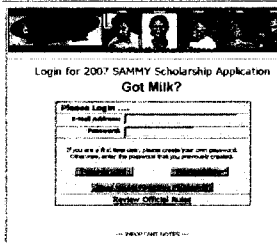
Name (first and last)

Address


City State Zip code

Birth date Gender

Stop and think



Have you ever given personal information to Web sites of companies or organizations you know or have good feelings about?




It's possible for someone to create a Web site that looks like it's from a reputable company but really is not.

your real name
address
or phone number.

- Go to questionable or inappropriate sites
- Agree to meet someone
- Agree to use file sharing programs
- Get into an online fight

If your teacher lets you choose a site, go to a **Google** search engine.



and choose a reputable site!


Online Resources

This following online resources are provided by Knappton Middle School and are available to all students at no cost.


Computer	4th Grade/5th Grade	6th Grade/7th Grade
8th Grade	9th Grade	10th Grade
11th Grade	12th Grade	13th Grade

- What are reputable search engines?**
- <http://aolatschool.com/students>
 - <http://yahooligans.yahoo.com>
 - <http://www.ajkids.com/>
 - <http://www.britannica.com>
 - <http://familyfriendlysearch.com>
 - <http://www.ithak.net/kids/>

Good search engines allow you to find pages created by **reputable sources**



U.S. Government Web Sites for Kids & Students with appropriate information.



- What's a reputable source?**
- A government site
 - A country's site (usually)
 - A non-profit organization
 - An educational site

Can you tell if you are visiting good sites?


www.army.mil

www.redcross.org

www.ohio.edu

www.usda.gov





What do you do if you get to an
at school?

turn off the
monitor.

2. Raise your hand
3. Tell your teacher what happened

What have we discussed today?

- Follow district policy to protect you on the web
- Have strategies to be safe on the Internet

Sources used

- <http://www.blogsafety.com/thread.jspa?threadID=1200000032>
- http://www.cybersmartcurriculum.org/lesson_plans/08_01.asp
- <http://www.cybersavvy.org/cybersavvy/index.html>

16. Biology: Biomes – Grade 9

Title of Project or Activity: _____ 9th Grade Biology: Biomes _____

DCSD Information Literacy Standard(s) and Benchmark(s) that Project/Activity supports:

_____ 1.2, 1.4, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 _____

Project or Activity Details: (Please feel free to attach a lesson plan)

_____ Students will: 1) identify the world’s major biomes, 2) study one biome in depth, 3) share this knowledge with classmates, 4) create a diorama and video production about biome (in a group), 5) write a 2-3 page paper establishing findings, and 6) evaluate the group’s progress and final project.

Submitted by: _____ Katie Houselog _____

9th Grade Biology: Biomes
Unit: 2-3 weeks

Student Objectives

- Identify the world's major biomes.
- Study in depth one biome and its key features then share this knowledge with the rest of the class (student becomes teacher.)
- In a group, create a diorama of your chosen biome showing its key features.
- Create a video production about your biome diorama.
- Write a 2-3 page paper establishing your findings.
- Evaluate your group's progress and final project.

Materials

- *Elements of Biology: Biomes* video
- Computer with Internet access
- Print resources
- Various building materials
- Flip Video Camera

Procedures (Teacher)

Day 1: Begin the lesson by having the students watch the program entitled *Elements of Biology: Biomes*. They should focus on the following segments: "Tundra and Taiga," "The Temperate Zone," and "Deserts and Tropics."

Day 2: After completing the video, hold a discussion about biomes. What do the students already know? Make sure students understand that a biome is a major ecological community that includes ecosystems with similar climates and organisms. Then make a class list of the world's major biomes. The list should include the following biomes:

- tundra
- taiga
- deciduous forest
- grasslands
- savanna
- desert
- tropical forests

Divide students into groups of four or five. Each group will then choose one of the seven biomes on the class list, explaining that their task is to create a diorama of a biome that includes the following elements:

- The biome's location
- A color-coded system indicating the climate and the vegetation
- A representation of the animals that live in the biome
- Other features they think are important to the final project

In addition, each group will create a video production about their biome. Think “Land of the Lost.” (Show clip) By making a video, how can each group really focus on the features of their biome. Get creative!!

Day 3-5: Research (Teacher Librarian)

With the teacher librarian the students will spend time in the library researching their particular biome. Things to focus on: location, climate, vegetation, animals, unique features that the group feels needs to be included should be addressed.

The groups will rotate between print and electronic resources.

Electronic Resources:

- <http://www.mbgnet.net/>
- <http://www.factmonster.com/ipka/A0769052.html>
- <http://oncampus.richmond.edu/academics/education/projects/webunits/biomes/biomes.html>
- http://cybersleuth-kids.com/sleuth/Science/Earth_Science/Biomes/
- <http://www.blueplanetbiomes.org/rainforest.htm>
- <http://www.ucmp.berkeley.edu/glossary/gloss5/biome/deserts.html>

Print Resources:

- R 577.8 WEI UXL encyclopedia of biomes. 1. UXL, 1999. ⌈
- R 577.8 WEI UXL encyclopedia of biomes. 2. UXL, 1999. ⌈
- R 577.8 WEI UXL encyclopedia of biomes. 3. UXL, 1999.
- 577.3 BUR Shrublands. Burnie, David. Raintree Steck-Vaughn, 2003. ⌈
- 577.3 DAY Taiga. Day, Trevor. Raintree Steck-Vaughn, 2003. ⌈
- 577.4 HOA Temperate grasslands. Hoare, Ben. Raintree Steck-Vaughn, 2003.

Day 6-10: (Teacher) Create biome diorama. The classroom teacher will provide various items that groups may use to create their diorama, however it is encouraged that groups “think out of the box” and come up with items that may make their creation more interesting. Legos, paper mache, cloth, etc.

Day 11-15: (Teacher Librarian) Create video production. Students will create a short video about their biome, featuring the elements we have discussed in class. This can be in a documentary format explaining the biome, or a movie with characters, plot, etc.

When finished shooting your footage, you will work with Mrs. Houselog to edit your footage in Movie Maker. You will be required to add narration, music, and transitions. Extra points will be created for creativity!

Day 16-17: Watch videos and post to library website. Turn in 2-3 page paper on biome at the end of the movie.

Assessment: Students will be evaluated on the following:

1. Use of time
2. Group Work
3. Final Video
4. 2-3 Page Paper

17. U.S. History: Roaring 20's – Grades 9-12

Title of Project or Activity: Roaring 20's Unit_US History

DCSD Information Literacy Standard(s) and Benchmark(s) that Project/Activity supports:

1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 4.3, 4.4

Project or Activity Details: (Please feel free to attach a lesson plan)

This unit is designed to focus on significant events and individuals of the 1920's that had a profound impact on our society today. In groups, students will be expected to research a topic of their choice from the 1920's and create a thoughtful and creative presentation utilizing the Momento program. In addition, a well-developed research paper will be required by individual students, as well as assignments and readings throughout the unit.

Submitted by: Katie Houselog

Katie Houselog

Summary of Project

Theme or Issue: Roaring 20's

Grade Level or course: US History

Duration of project: 3-4 weeks

This unit is designed to focus on significant events and individuals of the 1920's that had a profound impact on our society today. In groups, students will be expected to research a topic of their choice from the 1920's and create a thoughtful and creative presentation utilizing the Momento program. In addition, a well-developed research paper will be required by individual students, as well as assignments and readings throughout the unit.

Learner Goals

Content Goals

Students will demonstrate an understanding of the time period that was the 1920's by:

- Sequencing significant events of the 1920's.
- Identifying key individuals in the areas of feminism, leadership, literature, business, religion and science, politics, and heroes of the 1920's and explain their points of view and their impact on society.
- Define key concepts and vocabulary.
- Create a Momento presentation.
- Complete a well-developed, complete research paper.

Process Goals

Students will demonstrate an ability to use the information search process by collecting, analyzing, synthesizing, and presenting information related to the theme of the "Roaring Twenties." Students will gain an understanding of:

- Researching and evaluating information found in books, databases, and on the internet.
- Understand the note taking process.
- Creating an online scrapbook using the Momento computer program.
- Completing a research paper utilizing MLA style.

Culminating Product or Performance:

Students will be presented with the following scenario:

As a person who lived in the era of the “Roaring Twenties”, you need to create an online scrapbook that represents what you feel is an important element of the period. In other words, if you were creating this scrapbook for future generations, what do you feel they should know about the time you lived? Your responsibilities will include:

- Gathering and analyzing information on a topic that was of importance in the 1920’s.
- Collaborating cohesively with group members to reach a consensus on how best to present your topic information.
- Creating a colorful, clearly expressed online scrapbook.

After the completion of the project the students will accomplish the following:

- Research and evaluate information both from print and online sources.
- Identify and explain a significant topic of the 1920s.
- Explain the impact of their event, person, and topic on contemporary society.
- Create an online scrapbook.

Essential Questions

Driving Question: What is the lasting significance of the 1920’s upon US history?

Unit Questions:

- What effect did prohibition have upon the US?
- What were the important domestic issues during the 1920’s and what is their significance?
- Who were key individuals in the areas of feminism, leadership, literature, business, religion and science, politics, and heroes of the 1920’s and what were their points of view and their impact on society.
- What was the US views toward other nations?
- What were the differing viewpoints in terms of business/labor relationships?
- What role did the development of the automobile industry play upon the ‘20s?
- What was the significance of the different presidents of the 1920’s?
- What was the significance of issues dealing with values, morals, and ethics (ex. Prohibition, Scopes Trial, the changing role of women, Ku Klux Klan)?

Standards Addresses

Social Studies – Essential Concept and Skill Sets of the Iowa Core Curriculum

Economics

- Understand the functions of economic institutions
- Understand how governments influence economic behavior

Geography

- Understand how human factors and the distribution of resources affect the development of society and the movement of populations

History

- Understand historical patterns, periods of time and the relationship among these elements
- Understand how and why people create, maintain or change systems of power, authority, and governance
- Understand the role of culture and cultural diffusion on the development and maintenance of societies
- Understand the role of individuals and groups within society as promoters of change or the status quo
- Understand the effect of economic needs and wants on individual and group decisions
- Understand the effects of geographic factors on historical events
- Understand the role of innovation on the development and interaction of societies

Language Arts - Essential Concept and Skill Sets of the Iowa Core Curriculum

Reading

- Uses a variety of skills and strategies to comprehend complex non-fiction and informational text

Writing

- Uses an effective writing process
- Uses writing as a tool for learning
- Engages in the information literacy process: accesses, evaluates, and communicates information and ideas
- Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax, and style
- Incorporates technology as a tool to enhance writing

Speaking

- Considers audience and variables in the speaking situation
- Participates in a variety of communication situations
- Uses appropriate content and conventions for purpose, audience, occasion, and context
- Participates appropriately in one-on-one situations and group settings

Listening

- Listens for information and understanding
- Listens for interpretation, analysis, and evaluation
- Listens to establish, maintain, and enhance relationships

Viewing

- Analyzes the effects of visual media on society and culture

Information Literacy Standards – Dubuque Community School District

- Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.
- Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members of our democratic society.
- Learners use skills, resources, and tools to pursue personal and aesthetic growth.

21st Century Learner

Standard One

1. Learners use skills, resources, and tools to inquire, think critically, and gain knowledge
 - 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
 - 1.1.2 Use prior and background knowledge as context for new learning.
 - 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
 - 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.
 - 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
 - 1.1.9 Collaborate with others to broaden and deepen understanding

Standard Two

2. Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
 - 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

- 2.1.2 Organize knowledge so that it is useful.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Standard Three

3. Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members of our democratic society.

- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.6 Use information and technology ethically and responsibly.

Standard Four

4. Learners use skills, resources, and tools to pursue personal and aesthetic growth.

- 4.1.7 Use social networks and information tools to gather and share information.
- 4.1.8 Use creative and artistic formats to express personal learning.

Assessment

Criteria	Methods
<p>Content Skills Students will demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Significant events, people, and places of the 1920s • Values, morals, and ethics of the 1920s 	<p>Setting Criteria The classroom teacher will develop criteria for the completed research paper, which the students will be given access to with the paper instructions.</p>

<p>Process Skills Students will demonstrate skill in:</p> <ul style="list-style-type: none"> • Collecting, analyzing, synthesizing, and presenting researched information • Collaborating with fellow students • Becoming proficient in the computer program, Momento 	<p>The classroom teacher and students will develop criteria (rubric) for presentation and research paper check-points through the week.</p> <p>The classroom teacher, teacher-librarian and students will develop criteria (rubric) for the Momento presentation.</p>
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Possible Resources (see attached Pathfinder)

Internet Resources

- US History: USA 1920-1929 at <http://vlib.ive/history/USA/ERAS/20TH/1920s.html>
- The Roaring Twenties at www.1920-30.com
- Authentic History Center at www.authentichistory.com/1920s.html
- Slang of the 1920s at <http://local.aaca.org/bntc/slang/slang.htm>

Database Resources (Free Trials)

- Facts-On-File
- ABC-CLIO, www.socialstudies.abc-clio.com

Additional Resources

- Informational books and reference materials available in the school library.
- Periodical databases to locate and retrieve magazine and newspaper articles.
- Electronic encyclopedias.

Strategies and Procedures

T=teacher

TL=teacher-librarian

1. Generate interest, curiosity

Teaching and learning strategies: Anticipatory Set, KWL, Journal Writing (Blog)

T/TL	Students	Assessment
<p>Anticipatory Set (T): Students will view a timeline showing 1920-1929.</p> <p>Play music of today and have students brainstorm what they think the song reflects about today's society.</p> <p>Play music from the 1920s. Have students brainstorm what the music reminds them of. Ask them what they think society was like then. Point to the timeline and look at all of the significant events that took place during this decade.</p> <p>KWL (T): After looking at the timeline, ask students what other things they know about the time period and what things they want to know about the time period.</p> <p>Journal (Blog) (TL/T): The teacher librarian set up a blog through PB Wiki and students will be required to post to the blog twice a week.</p> <p>The teacher-librarian</p>	<p>Anticipatory Set: Students will view a timeline and listen to music from the 1920's and think about living in that time period.</p> <p>KWL: Students have the opportunity to share what they may already know about the 1920's, as well as think about what things they would like to discover and learn in the unit.</p> <p>Journal (Wiki/Blog): Students will post to a 1920's blog two times a week. One post will be a topic given in class and the other will be of their choice regarding something they have learned in class during the discussions of the 1920's time period.</p>	<p>Informal Checking:</p> <p>Are students: Participating in the discussion? Following instructions? Coming up with logical and applicable questions in the "W" area of the KWL chart?</p> <p>Blog Prompt: What are you most interested in learning more about during our study of the 1920's?</p> <p>Examination of Student Work: Completion of two weekly blog posts.</p>

will instruct students how to access wiki/blog and explain process for posting.		
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2. Explore the theme or problem

Teaching and learning strategies: Read-in, Explanation and Modeling, Journaling (Blog)

T/TL	Students	Assessment
<p>Read-in (TL): Select resources dealing with the 1920's, in particular the topics of feminism, leadership, literature, business, religion and science, and politics and set up stations in the library.</p> <p>Explain and Model (TL): procedure: Select, read, write and share using the given matrix as a guide.</p> <p>Divide students from chosen group for this activity so they may get different information on their own.</p>	<p>Read-in: Students select something to read.</p> <p>They read for 6 minutes.</p> <p>They write on a pre-directed graphic organizer with new information they have gathered from their reading.</p> <p>The next day students will get back in their groups to share new knowledge, and then report to larger groups.</p> <p>Note: This process is repeated four times. Each time students move to a new station and read different materials.</p>	<p>Informal Checking: Are students: Selecting materials appropriate to their topic?</p> <p>Focusing on reading the material or are they just turning pages?</p> <p>Practice good communication skills as they share what they have read?</p> <p>Blog Prompt: Based on what I read/heard, who would you have liked to meet if you lived in the 1920's? What questions would you ask that person and why?</p> <p>Examination of Student Work: Completion of two weekly blog posts.</p> <p>Did students complete the matrix with factual</p>

		information?
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3. Generate questions, predictions

Teaching and learning strategies: Sharing and Generating Questions, Research and Organizing Information,

T/TL	Students	Assessment
<p>Sharing and Generating Questions (T): The teacher will hold a discussion over the information students discovered during the Read-in.</p> <p>Research and Organizing Information (T): Building on Read-in activity, students will choose from what they discovered the previous day and compare and contrast two people in the areas of Feminism, Leadership, Literature, Business, Science and Religion, Politics and Heroes.</p>	<p>Generating Questions: Students will contribute to a class discussion and share what information they found about individuals who lived in the 1920's.</p> <p>Brainstorming and Organizing Information: Students will use a graphic organizer (<i>Compare the Two</i> from <u>Reading Strategies for the Content Areas</u>) to compare and contrast two people in the areas of Feminism, Business, Science and Religion, and Politics. For example, students may choose to compare and contrast Charles Lindberg and Al Capone from the Heroes area. A predetermined number of comparisons and</p>	<p>Informal Checking: Are students: Participating in class discussion? Being respectful of all student statements?</p> <p>Examination of Student Work: Examine the <i>Compare the Two</i> graphic organizer to check that five comparisons and contrasts have been made.</p> <p>Blog Prompt: Of the two people you compared and contrasted, who would you rather have as a dinner guest? In addition, what kinds of questions would you ask them?</p> <p>Examination of Student Work: Completion of two</p>

	contrasts have been set at five each.	weekly blog posts.
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4. Identify a focus

Teaching and learning strategies: Clarify the task, Develop thesis statement, Develop the action plan

T/TL	Students	Assessment
<p>Clarify the Task (T): Explain the two components of the research assignment: Requirements of research paper Requirements of Momento presentation</p> <p>Develop thesis statement (T): Work individually with students to narrow their topic and develop thesis statement.</p> <p>Developing the action plan (TL): Direct to students to resources that may be most beneficial based on topic and thesis.</p>	<p>Clarify the Task: Students will receive directions for the individual research paper and the Momento online scrapbook presentation.</p> <p>Developing the action plan: Students will work with classroom teacher to develop thesis statement for research paper.</p> <p>Developing the action plan: Students will meet individually with the teacher librarian to determine what resources will best support their thesis.</p>	<p>Informal Assessment: Ask students: What is the focus of your paper? What resources will you use to find your information? What search words will you use?</p> <p>Examination of student work: Students will need to have thesis statement for research paper by the end of class.</p>

5. Plan the search and culminating project

Teaching and learning strategies: Exploring the Internet, Evaluating websites, Introduction to subscription databases, Modeling

T/TL	Students	Assessment
Exploring the	Exploring the	Informal

<p>Internet (TL): Demonstrate Internet searches using both Web addresses and keywords.</p> <p>Evaluating Websites (TL): Help students to identify criteria for evaluating Web sites.</p> <p>Modeling (TL): Introduce students to database research.</p> <p>The teacher librarian will present the students with an example of a Momento presentation and instruction sheet. The teacher librarian will be available for helping groups during the week.</p>	<p>Internet: Students will follow examples of Internet research using Web addresses and keywords.</p> <p>Evaluating Websites: Students will begin search on chosen topic, completing a web evaluation sheet for any website not listed on pathfinder.</p> <p>Modeling: Students will be shown how to access two subscription databases to gather information.</p> <p>Students will observe an example presentation of the Momento program.</p>	<p>Assessment: Are students: Locating Web sites by address and by keywords? Using criteria to select appropriate sites? Following directions to access databases?</p> <p>Examination of Student Work: Are students completing a web evaluation sheet if using websites other than those given?</p>
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6. Locate, retrieve, and evaluate information

Teaching and learning strategies: Using a Pathfinder, using multiple resources, note taking and graphic organizers, and citing sources

T/TL	Students	Assessment
<p>Using Multiple Resources (TL): Give students 1920's Pathfinder that was created specifically for this project. Point out the many diverse sources they may use in their research</p>	<p>Using Multiple Resources: Students consult library collection to locate information relevant to the research topic.</p> <p>Students will select and download information from</p>	<p>Examination of student work: Predetermined/discussed checkpoints for daily work completion.</p> <p>Informal Assessment: Teacher and Teacher-Librarian observation</p>

<p>that are either available in the library and/or online.</p> <p>Note taking and graphic organizers (TL): Review criteria for good notes (relevant, accurate, factual, informative, etc.) Give students choice of graphic organizer that may be of use to them.</p> <p>Citing Sources (TL): Review with students the correct way to site sources (MLA style) for bibliography.</p>	<p>various electronic sources.</p> <p>Note taking and graphic organizers: Students will take notes on relevant information they have found.</p> <p>Citing Sources: Students will cite resource information in correct MLA style.</p>	<p>Informal Checking: Ask students: Why did you select this resource?</p> <p>How does this source support your research topic?</p> <p>Which website provided the most relevant information?</p>
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7. Organize, synthesize, analyze, and interpret information

Teaching and learning strategies: organizing information (graphic organizer), revising, and editing

T/TL	Students	Assessment
<p>Organizing Information (T/TL): Students will organize their information before creating a presentation.</p> <p>Provide various graphic organizers for student to use for organizing final notes.</p>	<p>Organizing Information: In their chosen groups, students will determine what information they will share and in what order regarding their topic.</p> <p>Students will follow the given timeline to complete their notes and final presentation.</p>	<p>Rubric for assessing final notes: Criteria developed by students and teacher will be used to guide the research. Groups will have check-points during the week to meet with the classroom teacher and teacher librarian to check progress.</p> <p>The classroom</p>

<p>Draft a rubric to guide the writing process and the presentation.</p>	<p>Revising: In groups, students will assess the notes taken by all members and cohesively blend the information.</p> <p>Editing: Groups will look at organized final notes and make any corrections, changes, additions/deletions as deemed necessary.</p>	<p>teacher and teacher librarian will also develop the presentation rubric with student input for the final presentation.</p>
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8. Develop and present findings

Teaching and learning strategies: creating a Momento presentation (online scrapbook), delivering presentation, Final Assessment

T/TL	Students	Assessment
<p>Creating a Momento presentation: (TL): Working with the tech- coordinator, the teacher librarian will ensure that all computers have required program downloaded onto machines.</p> <p>Teacher-librarian will share an example; give explicit instructions on how to use the Momento program and help student groups as needed.</p> <p>Delivering Presentation: (T-TL): Plan 1-2 days for</p>	<p>Creating Momento presentation: In groups, students will create an online scrapbook to display and present their findings on their chosen topic.</p> <p>Delivering Presentation: Students participate by: Giving a short oral description of their presentation.</p> <p>Share final presentation in their class.</p>	<p>Rubric for assessing final presentation: Criteria developed by students and teacher will be used to create a rubric for assessing the presentations. Students, teacher and teacher-librarian will use the same rubric.</p> <p>Final Assessment: The classroom teacher and teacher librarian will assess the final group presentations, as well as the other class groups.</p> <p>Students will also complete a self/group evaluation.</p>

students to share their final presentations through a projector and on a large screen for all students, teacher and teacher-librarian to evaluate.		
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Accommodations and Differentiation

Gifted Learners/Honors Class: Students will be required to have three additional sources for final research paper and presentation. Students will complete the Momento presentation individually, rather than in a group setting. They will also communicate through a separate blog with the honors class from Dubuque Senior over given topics. Individual guidance will be offered to the students outside of class time.

Special Needs Students: Students having trouble with the pace of the class will be given additional time to complete assignments. The research paper and presentation can be completed with a fewer number of resources. Individual and groups will meet with the classroom teacher and teacher librarian more frequently to monitor progress. In addition, more individual instruction and guidance will be offered to the students during and outside of class.

Sources Consulted:

Beers, Susan. (2003). *Reading strategies for the content areas*. Alexandria, VA: ASCD.

Harada, Violet & Yoshina, Joan M. (2004). *Inquiry learning through librarian-teacher partnerships*. Worthington, Ohio: Linworth Publishing.

Jansen, Barbara (2008). *Website evaluation guide*. Retrieved from <http://library.sasaustin.org/paperOrganizerUS.php>.

Teaching the Twenties. Retrieved October 2, 2008, from the Henry Ransom Center, The University of Texas at Austin website:
<http://www.hrc.utexas.edu/educator/modules/teachingthetwenties/lesson.php>

18. World Religions and Reformation: American Studies – Grade 11

Title of Project or Activity: World Religions and Reformation - American Studies

DCSD Information Literacy Standard(s) and Benchmark(s) that Project/Activity supports:

1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3

Project or Activity Details: (Please feel free to attach a lesson plan)

Scenario: You are an advisor to the President. What do you think the President should do about the Afghanistan or Iraq War? You will role play your scenario and then present the findings to your questions in a PowerPoint.

Submitted by: Katie Houselog

Lesson Plan

Class: American Studies

Topic: World Religion and Reformation

Grade Level: 11th Grade

Objective – To take what we are studying in class, role play, and apply it to a real world problem.

Scenario – You are an advisor to the President. What do you think the President should do about the Afghanistan or Iraq War?

Materials-Resources

- Computers in the library reserved for 5 days.
- Classroom teacher and teacher librarian have collaborated and are familiar with the best resources to utilize for this project.
- Graphic organizers for brainstorming

Objectives

- Student will begin searching for information on chosen (or assigned) topic.
- Student will use search strategies and databases to locate information.
- Student will answer specific questions.

Time Alloted

This lesson will be completed in 5 days.

Day 1 is for introduction to project and history databases; as well as search strategies.

Day 2-3 is for continuing research.

Day 4-5 is for continuing research and completion of PowerPoint.

Lesson Procedure

Day 1

1. Students will chose groups and choose (or be assigned) a topic from the real world scenarios.
2. The classroom teacher will explain the goal of the lesson and answer any questions.
3. The TL will introduce the students to the Facts on File databases. She will show them the various ways of searching, search terms, and Boolean searching. In addition, she will reference Keystone resources. In reference to Internet searching the TL will show and discuss with the students a PowerPoint regarding the proper ways to utilize the Internet for research.

Day 2

1. The classroom teacher and TL will work together to show students how various graphic organizers for note taking can help students to organize the information they locate and evaluate.
2. Students will begin research in groups. The classroom teacher and TL will be available to guide and help students.

Day 3

1. Continue research and note taking.

Day 4

1. Continue research and note taking. Begin PowerPoint and rehearse role playing.

Day 5

1. Continue to develop PowerPoint and rehearse role playing.

Conclusion

In the classroom, students will present their role playing exercise while being videotaped. After the role playing, students will share their PowerPoint and the information they discovered while researching. When concluded, the classroom will be open for discussion.

Assessment

- The classroom teacher and TL will do on the spot checking as assisting students.
- The classroom teacher will meet with groups on Day 3 to check progress.
- The classroom teacher and TL will evaluate the groups performance in the role playing exercise, as well as the PowerPoint Presentation (see attached.)
- The groups will evaluate their own performance with the provided rubric (see attached.)

American Studies
World Religions and Reformation
Mrs. Foust/Mrs. Houselog

Objective – To take what we are studying in class, role play, and apply it to a real world problem.

Scenario – You are an advisor to the President. What do you think the President should do about the Afghanistan or Iraq War? You will role play your scenario and then present the findings to your questions in a PowerPoint.

Directions

1. Students will form a group of 3.
2. Mrs. Foust will pick students at random to choose which scenario they would like to focus their efforts on. There must be an equal number so those that are chosen last might not get their first choice. A group can swap their assigned scenario with another group as long as there are an equal number doing each scenario.
3. Students will work together to create a student-generated solution to the real world problems below.
4. The questions below are guiding questions and should be address in your PowerPoint.
5. Mrs. Houselog will teach you how to access and use the Facts on File databases that Hempstead subscribes to. In addition, she will demonstrate ways to search the internet so you may successfully locate and evaluate information for this project. Both Mrs. Houselog and I will show you various options for note taking. In addition, she will continue to be a presence in the computer lab and classroom to aid in the presentation of your information.
6. Students will present their solution to the class. The presentations will be videorecorded so your group may evaluate your presentation. The class will ask questions of their peers during or after the presentation.
7. The groups will be evaluated by Mrs. Foust, Mrs. Houselog, classroom students, and your group members.

Due Date: _____

REAL WORLD SCENARIO

Scenario 1: Iraq War

What are you going to do about the war in Iraq? "Nuke them" is not an option. Students should pick A or B

A. If the US stays in Iraq...

1. How do you address the Sunni/Shiite conflict and stop the civil war?
2. What should you do about the current troop level? Do we have enough troops to maintain it? If not, will there be a draft? If a draft, how do you convince the American people that it is necessary? If no draft, how do you maintain the constant need for fresh soldiers?
3. If you are going to stay, how do you address the money issue? The war is expensive. Who is paying for it? How are we paying for it? What about national debt?
4. How do you deal with the American citizens who want the US out of Iraq? Many people are upset about the loss of American soldiers in Iraq. How do you pacify them?
5. Other issues you would like to mention.

B. Is the US leaves Iraq...

1. Is Iraq stable enough for an American pull out? How do you make sure it does not become another Afghanistan and then another 9/11?
2. How will you explain to the American people who lost loved ones in Iraq? Was the loss of American life in vain?
3. Do you think the war was an American victory? If not, what does that do to the American image? If so, explain how the US has won.
4. What about the Sunni/Shiite conflict? It could lead to a major war and involve surrounding countries, Iran for instance, and then perhaps a world war. Can the US leave knowing the strife between these two groups exists?
5. Other issues you would like to mention.

Scenario 2: Afghanistan War and its connection to Pakistan

What are you going to do about the fact that Afghanistan is not under total American control? How about the fact that Pakistan has had a

recent change in leadership and has nuclear weapons? What about Bin Laden and the fact that he has more support in Pakistan than the current leader? "Nuke them" is not an option.

1. How do you get Afghanistan under control and stop the loss of American life while maintaining power for the non-Taliban Afghan government? How do you suggest handling the fact that the current president of Afghanistan and his government appear to be corrupt and/or unable to handle the situation?
2. How do you explain to Americans the millions of dollars the US has given to Pakistan to go after terrorists yet the Taliban and Al Qaeda have regrouped in Pakistan and Bin Laden is believed to be hiding there?
3. How are you going to get rid of the Taliban and Al Qaeda in Afghanistan and Pakistan especially since the local population supports them?
4. What about the nuclear weapons in Pakistan? What if they get into the hands of Al Qaeda or the Taliban? How are you going to protect the weapons since they could be used against Americans?