



Teacher-to-Teacher

Video Series
for Secondary Educators

TITLE: Pathfinders: Using Information Resources

PRIMARY SUBJECT AREAS: ELA Information Resources Component

GRADE LEVELS: 8 (adaptable to upper and lower grades)

OVERVIEW: Students will be using a variety of information resources on the same topic and recording information from these resources. During several visits to the library, they will be gathering and using information on a chosen topic for a hypothetical research paper. Students will use organizational features of printed text, the Internet, and other media to locate information, select and evaluate information, choose and narrow a research topic, synthesize information by outlining, paraphrasing and summarizing relevant information from research, and write a bibliography in a specified format. This activity is aligned with ELA Content Standard 5.

APPROXIMATE DURATION: 3 fifty-minute class periods

LOUISIANA CONTENT STANDARDS:

<http://www/DOE/assessment/standards/ENGLISH.pdf>

Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.

- ELA-5-M1 Recognizing and using organizational features of printed text, other media, databases and electronic information
- ELA-5-M2 Locating and evaluating information sources
- ELA-5-M3 Locating, gathering, and selecting information using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics
- ELA-5-M5 Citing references using various formats

GLEs Addressed:

Grade 8

- 39. Locate and select information using organizational features of grade-appropriate resources, including:
 - complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices).
 - electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)

- frequently accessed and bookmarked Web addresses
 - organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1)
40. Locate and integrate information from a variety of grade-appropriate resources, including:
- multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)
 - electronic sources (e.g., Web sites, databases)
 - other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)
41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)
42. Gather and select information using data-gathering strategies/tools, including:
- surveying
 - interviewing
 - paraphrasing (ELA-5-M3)
43. Generate grade-appropriate research reports that include information presented in a variety of forms, including:
- visual representations of data/information
 - graphic organizers (e.g., outlines, timelines, charts, webs)
 - works cited lists and/or bibliographies (ELA-5-M3)
45. Give credit for borrowed information following acceptable use policy, including:
- integrating quotations and citations
 - using endnotes
 - creating bibliographies and/or works cited lists (ELA-5-M5)

TECHNOLOGY STRATEGIES:

<http://www.louisianaschools.net/DOE/LCET/curric/k12stand.pdf>

Technology Communication Tools (*Communication Foundation Skill*)

Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.

Technology Productivity Tools (*Resource Access and Utilization Foundation Skill*)

Students use technology tools to enhance learning, increase productivity, and promote creativity.

Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)

Students use appropriate technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)

Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

INTERDISCIPLINARY CONNECTIONS:

History: Time, Continuity, and Change, Science as Inquiry

OBJECTIVES:

1. The learner will choose and narrow a topic from a broad category
2. The learner will locate and use reference sources
3. The learner will follow printed directions for gathering information from these sources
4. The learner will find and list bibliographical information
5. The learner will paraphrase, outline, and summarize information located
6. The learner will use the Internet to conduct a topic search using a chosen search engine
7. The learner will print a page from a website and bookmark the site as a favorite site
8. The learner will use the bibliographic entries already made to create a Works Cited page

MATERIALS:

Pathfinder packet handout

Encyclopedias

Library books

Periodicals

* Librarian assistance in Resource Center

TECHNOLOGY CONNECTIONS:

Hardware: computer with Internet

Software: Inspirations, Microsoft Word

Web Sites: www.yahoo.com www.alltheweb.com
www.dogpile.com www.metafind.com
www.google.com

BACKGROUND INFORMATION:

Prior to the library visit, students should know how to use the parts of the book and the purpose of various reference sources. The lesson reinforces good research and organizational skills.

LESSON PROCEDURES:

1. With librarian's assistance, pull books and materials such as the Civil War, Medieval Times, the Olympics, animals, plants, countries, etc.
2. Explain to students the practical importance and educational value of knowing how to quickly locate and efficiently use information resources.

3. Review the organization and use of the following resources with students as needed: nonfiction book, encyclopedias, Reader's Guide to Periodical Literature, and electronic periodical index, Internet websites, and search engines.
4. Teach or review the purpose, form, and use of bibliographic entries and the Works Cited page.
5. Generate a list of narrowed topics for each general category and have each student choose a narrowed topic from these lists.
6. Explain to students that during several visits to the library, they will be gathering and using information on their chosen topics for a hypothetical research paper. The final product will be the student packet.
7. Review the concepts of fact and opinion, main idea or thesis statement, and outline form with your students as needed.
8. During library visit, the following time schedule is recommended for completion of the student packet:
 - Day 1 – Parts I & II (Books and Encyclopedias)
 - Day 2 – Part III (Reader's Guide & Electronic Index)
 - Day 3 – Parts IV & V (Internet Search, Source Cards, & Works Cited page)

ACCOMMODATIONS/MODIFICATIONS:

Students may work in pairs to complete the packet.

REPRODUCIBLE MATERIALS:

Books	Works Cited pages
Encyclopedias	Boolean Searching Tips
Periodicals (Reader's Guide)	Model Bibliographic Entries
Internet search	Works Cited example
Rubric	

ASSESSMENT PROCEDURES: Students' work will be assessed with a holistic rubric. Students will informally record their progress in journals. Students will be assessed by teacher's informal observation of library skills.

EXPLORATION AND EXTENSION:

Students may create an annotated bibliography utilizing MLA format.

RESOURCES: Robb, Linda. *Readers' Handbook* (2002). Sebranek, Patrick. *Write Source 2000* (1999) *Writer Companion*. Prentice Hall (1995)

<http://www.library.cornell.edu/okuref/research/skill28.htm>

http://www.mun.ca/library/research_help/qeii/mla.html

<http://www.aacc.cc.md.us/library/annobib.htm>

<http://owl.english.purdue.edu/>

REFLECTIONS: Students are now more familiar with the Resources Center materials; this will help them as they complete science fair projects and social studies projects

CONTACT INFORMATION:

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Name _____ Date _____ Pd. _____

PATHFINDERS:
Using Information Resources - Student Packet

Understanding the differences among the various types of information resources available today is a life skill for the 21st Century. Being able to quickly and effectively locate information in books, encyclopedias, magazines, and the Internet is more important than ever before since all of human knowledge now doubles every few years. No one can simply learn everything there is to know, but most of us *can* learn how to find out what we want to know by mastering the use of these information sources. In this assignment, you will be using a variety of information resources on the same topic and recording information from each. As you complete this packet, use the resources as directed by your teacher and/or librarian.



I) BOOKS

A) Locate a book about your narrowed topic. Fill out the following bibliographic information for your book. You will use this information later to write a bibliographic entry for this source for a Works Cited page.

Title of Book: _____

Author(s): _____

Place of Publication: _____ Copyright Date: _____

Publisher: _____

B) From the Table of Contents, choose one chapter to look over.

1) What is the chapter title (or topic)? _____

2) What is the main idea of this chapter? _____

C) Choose 1 paragraph from your chosen chapter and *paraphrase* it below. Page # _____:

D) Write 3 facts from a page from your chosen chapter (in your own words). Page #: _____



II) ENCYCLOPEDIAS

A) Locate an encyclopedia article about your narrowed topic. Explain how you located the article.

B) What key words did you use to find the article?

C) Fill out the following bibliographic information for your encyclopedia article. You will use this information later to write a bibliographic entry for this source for a Works Cited page.

Encyclopedia: _____

Volume Number: _____ Date of Publication: _____

Title of Article: _____

Author(s): _____

Page(s): _____ Publisher: _____

D) Locate the index volume for your encyclopedia set. Look up your topic in the index. Name at least 2 index entries related to your topic.

1)

2)

E) Write an outline for your article below. Be sure to use correct indentation and punctuation for an outline.

F) Is this source up-to-date? _____

How do you know?

III) PERIODICALS



□ *Reader's Guide to Periodical Literature*

A) Using the *Reader's Guide to Periodical Literature* or the *Abridged Reader's Guide*, locate a magazine article about your narrowed topic. Fill out the following bibliographic information for your magazine article. You will use this information later to write a bibliographic entry for this source for a Works Cited page.

Title of Article: _____

Author(s): _____

Name of Magazine/Periodical: _____

Date of Magazine/Periodical: _____ Page(s): _____

Are there illustrations for your article?: _____ How do you know? _____

B) Write a main idea sentence (thesis) for this article.

C) Write 3 facts (supporting details) you learned about your topic from this article (in your own words).

1)

2)

3)

D) Is this source up-to date? _____

How do you know?



III) PERIODICALS, cont.

□ Electronic or Online Periodical Index

A) Using a computer with Internet access and following your teacher/librarian's directions, access the *Galenet Technology Databases*. Select *Student Resource Center Gold* (or other electronic periodical index, such as *InfoTrac*, etc.), and enter your topic in the Search box.

NOTE: Refer to handout on Boolean Searching to help limit your keyword search.

Topic/Keyword Search Term(s):

B) Locate at least one periodical article related to your topic. Fill out as much of the following bibliographic information for your magazine article as possible. You will use this information later to write a bibliographic entry for this source for a Works Cited page.

Title of Article: _____

Author(s): _____

Name of Magazine/Periodical: _____

Date of Magazine/Periodical: _____ Page(s): _____

Title of the project, database, or professional or personal site: _____

Date of the latest update, or date of posting: _____

Date the Source Was Accessed: _____

Electronic Address (URL) of the Source: _____

Name of Any Institution or Organization that sponsors or is associated with the Source: _____

C) Who is the publisher for this information? _____

D) Is this source up-to-date, and how do you know? _____

E) Is the author qualified, and how do you know? _____

F) Is the author fair, and why do you think so? _____

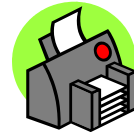
G) Print one page/frame of the periodical article. Attach to this packet.

PRINTING DIRECTIONS:

From Toolbar, choose File, then Print.

When Print menu opens, under Page Range, choose "Current Page" or type "1" in the Pages box.

Click on OK.



IV) INTERNET (WORLD WIDE WEB) SEARCH ENGINE:

- Using a computer with Internet access, access your web browser (Ex.: *Internet Explorer*, *MSN*, *AOL*, etc.)
- Once you are connected, type in the name of an Internet Search Engine, such as *google.com*, *dogpile.com*, *alltheweb.com*, *mamma.com*, etc., in the



Address box at the top of the screen.



- A) Read the results (or "hits"), and click on the hyperlink to a site which seems to give accurate information about your topic. List below the URL, or address, of the site you have chosen.

- B) Skim the information. Write a sentence which states the main idea (thesis).

- C) Who created or sponsored this web site?

- D) To what other web pages is this site linked?

- E) When was this page first posted?

- F) When was it last updated?



- G) Print one page/frame of the periodical article. Attach to this packet.

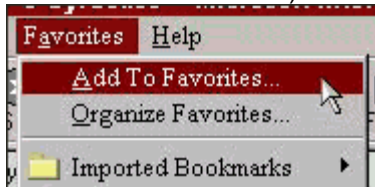
PRINTING DIRECTIONS:

From Toolbar, choose File, then Print.

When Print menu opens, under Page Range, choose "Current Page" or type "1" in the Pages box.

Click on OK.

- H) Save this site as a Favorite. (Click on Favorites from Toolbar. Choose "Add" or "Add Current Window to Favorite Places.")



- B) Number the source cards (See blanks on right) in the order they should appear on a Works Cited page.
- C) Create a Works Cited page for your sources by recopying the entries in alphabetical order by author, using hanging indentation. Attach to this packet.

Boolean Searching Tips

Boolean logic is essentially very simple. When used in constructing a search expression, it can be very useful in specifying exactly what information you want. When doing a search, use the following terms, Boolean logic, & parentheses when necessary:

'AND' (Boolean AND)

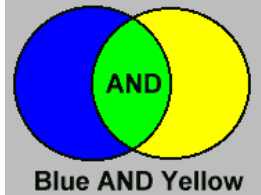
'OR' (Boolean OR)

'AND NOT' (Boolean NOT)

Ex.: *art AND (school OR college)* - = a search for records containing information about **art schools** or **colleges**

The basis of Boolean logic can be illustrated by the following diagrams:

Boolean 'AND'

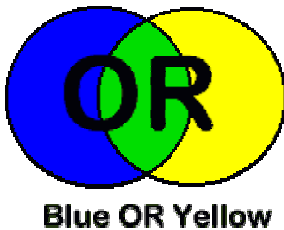


When using a search expression joined by AND, results will contain information about **both** terms. The results will **NOT** contain documents containing only one or the other. This is expressed as '**blue AND yellow**' in a search. When using **AND** in this search expression, results retrieved will contain **both blue and yellow** information. The results will **not** include those documents containing **only blue or only yellow** information. In the diagram the **documents retrieved**

by using this search expression are contained **within the green area.**

EXAMPLE: *art AND schools*

This will retrieve **all records containing both keywords art and schools.**



Boolean 'OR'

This is expressed as '**blue OR yellow**' in a search. When using **OR** in this search expression, results retrieved will contain either blue information, or yellow information, or blue and yellow information together. Such a search will not merely retrieve documents containing only blue information or only yellow information. In the diagram the documents retrieved by using this search expression are contained within all the color areas.

EXAMPLE: *ceramics OR pottery*

This will retrieve **all records containing the keywords ceramics or pottery, as well as those containing both.**

Boolean 'NOT'

This is expressed as '**yellow NOT blue**' in a search.

When using **NOT** in this search expression, results will contain only yellow. The **NOT** operator will exclude blue completely and thus any green information will be excluded also. It is important, therefore, to be careful when using this operator in order to avoid hindering your search. In this diagram the documents retrieved by using this search expression are contained within the yellow area.

EXAMPLE: *film NOT photography*

This will retrieve **all records containing the keyword film but not the keyword photography.**

Model Bibliographic Entries

Use the models on this page to help you write any bibliographic entries.

A Book by a Single Author

Smith, Jane. Vacations You Can Afford. New York: Harcourt Brace Publishing Co., 1997.

A Book by More Than One Author

Birnbaum, William, and James Nelson. Disneyworld on a Budget. Chicago: Bernard C. Klein, Inc., 1998.

A Book Identifying No Author

Vacations Anyone Can Afford. Boston: Prentice-Hall, 1998.

An Encyclopedia Entry

“Disneyland.” Encyclopedia Americana. 1995.

A Magazine Article

Hendrick, Gary. “Family Vacation Fun.” Good Housekeeping 8 Oct. 1998: 135-137.

An Internet Web Site

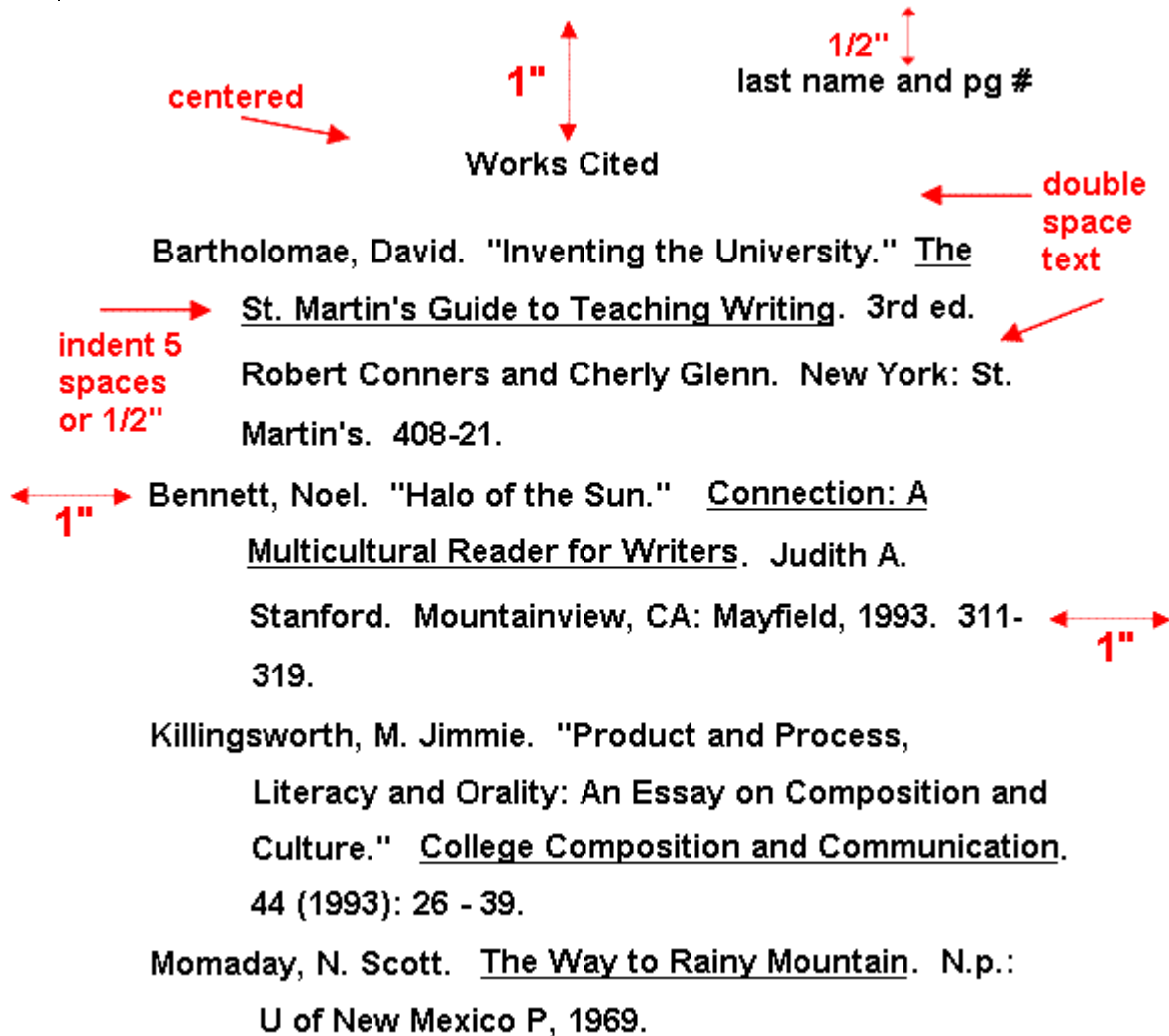
Mandell, Mark, and MaryBeth Garrigan. “Vacations for Less.” 14 Aug. 1999.
Consumer Guide Newsletter. 12 Nov. 2000
<<http://www.utexas.edu/depts/homeec>>.

A CD-ROM Database

“The Southeast.” Vacations: USA. CD-ROM. Chicago: Holt, Rinehart, and Winston, 1998.

NOTE: Remember that for book sources, you must also list the page number(s) that you actually used at the end of each bibliographic entry *unless you read the entire book*.

Model Works Cited Page



NAME _____ DATE _____ PERIOD _____

**HOLISTIC ASSESSMENT RUBRIC
PATHFINDERS: USING INFORMATION RESOURCES**

CRITERIA:	Weak	Average	Strong
Completed all portions of Part I) Book Activities thoroughly and accurately			
Completed all portions of Part II) Encyclopedia Activities thoroughly and accurately			
Completed all portions of Part III) Periodical Activities thoroughly and accurately			
Completed all portions of Part IV) Internet Activities thoroughly and accurately			
Completed all portions of Part V) Creating a Works Cited Page Activities thoroughly and accurately			
Overall Ranking:			