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| **Instructor**: | | **Course**: | | |
| **Unit**: Instructional Unit on Research Projects | | | **Quarter**: | |
| **Topic**: Locating a Non-Print Source | | | **Time Range**: 45 min. | |
| **Standard(s)**:   |  | | --- | | # 4 |  1. Research and Reasoning | | | | |
| 21st Century skills:  Information Literacy; Collaboration; Relevance and Application | | | | |
| **Objectives / Assessment Frameworks**:   1. Students will learn how to find non-print sources using EBSCO, the HS Library Catalog, and a search engine, all part of the Internet. 2. Students will find 1 article related to his/her topic using EBSCO. 3. Students will find 1 article related to his/her topic using either the HS Library Catalog or a search engine on the Internet. 4. Students will copy/paste the articles along with other pertinent information needed for a research paper as in the title, author, date(s), web address, and more onto a Word document. | | | | |
| **Prerequisite Learning**: *in order to effectively master the objectives listed above, students must exhibit mastery in the following areas*…   1. From a prior lesson 3, students should already understand what a print source means versus a non-print source (refer to lesson 3). 2. From a prior lesson 3, students should already understand primary source versus secondary source (refer to lesson 3). 3. Students should know how to open a Word document, copy and paste, save with a proper, related file name, and print. 4. Students should know how to attach a file to an email. | | | | |
| **Lesson Outline**: (*think about the following elements: instructional strategies, depth of knowledge, materials, resources, student engagement, mastery, closure*)  Materials/resources needed: computers for each student, collaboration with a Teacher Librarian (if available), knowledge on how to use databases as in EBSCO, use of the HS Library Catalog, and access to the Internet.   1. It is important that students know there are other ways to find Internet information rather than Google and similar search engines. This lesson is a “dare to not use Google” for research. If a Teacher Librarian is available, collaborate with the Teacher Librarian, who will be able to complete this lesson for you. Ask the Teacher Librarian to review the following:  * If using Internet search engines like Google, keep in mind:   + .org., and .gov. in Web addresses are the most reliable. These are from nonprofit or government agencies   + .edu, although an educational site, can be reliable if from the institution, but can also be unreliable as many reports are from student assignments * If using Google and other search engines, use several keywords all at once to help lessen the number of sites found. e.g. “John Wayne” movie “True Grit” is better than just “John Wayne”. If one search engine does not help, try other search engines as in bing, yahoo, aol, dogpile, ask.com. * Try links to other sites. They may offer different points of view. * Be sure to check dates on web sites in case they may contain outdated information * Using the computer at school is a privilege, so adhere to the school's Internet policy * For “dare to not use Google”, there are several databases available on the Internet that provide quick, easy, and reliable information. Some of these are:   + EBSCO (a database of magazines, newspapers, primary and secondary sources, biographies, etc., purchased by the school and available on public library databases, too)     - Demonstrate how to use EBSCO   + Web sites using the H.S. Library catalog because the HS Library catalog finds both books and reliable web sites     - Demonstrate how to use the H.S. Library Catalog for web sites   + World and I (a database purchased by the school)  1. **ASSIGNMENT:** Students will now use EBSCO to find a non-print article related to their topic.    * Students must understand the importance of saving the information and knowing what information comes from which source; therefore, do the following:    * copy and paste the article into a Word document, and also be sure to copy/paste the title, author, and site title.    * copy and paste the URL, so if you need to find this exact article, you can find it again    * Students will save the Word document that contains the article from EBSCO 2. **ASSIGNMENT:** Students will now look for another source using either the HS Library Catalog or a search engine to find another appropriate, reliable source    * Students must also copy/paste this article to his/her Word document, title, author, site title, web address, etc and save 3. Teacher needs to decide how to have the students turn in their work:  * print to turn in * email file to the teacher * show the file to the teacher from his/her computer  1. Students must “turn in” the two different articles from two different non-print sources for credit today.  |  | | --- | | *notes:* | | | | | |
| **Differentiation**: *use the data (CSAP, Acuity, TOSCRF, YPP…) collected to help identify how you will meet the needs of all students in your class*.  Some students may need extra help using proper, applicable, related keywords to get results quickly. Some students may not remember the demonstration on how to use EBSCO and may need extra help using EBSCO. | | | | |
| **Re-Teach** | **Extensions** | | | **Accelerations** |
| * Show the two ways to search in EBSCO, EBSCO Research Database or Student Research Center. * Citationmachine.net has many different catagories for nonprint sources. Review the differences between online journal article, online magazine article, online encyclopedia, and web document. | *(Distributive Practice)*  If the teacher wants more direction on evaluating web sites or finding reliable nonprint sources, the teacher could use the 4-page handout attached to this lesson. | | | For advanced students, they could bypass objective 4 and go directly to citationmachine.net to copy/paste the works cited information. |
| **Evaluation / Assessment**: *explain how you will determine mastery of this lesson to the objective/standard*…  After completing the two assignments, the teacher will be able to evaluate the students’ mastery of using EBSCOhost and one other source from the Internet. Also, mastery of saving pertinent information with the copy/paste feature can be identified. | | | | |
| **Reflection**:  *Things that went well*…  Students had few problems finding the 2 nonprint sources. Students were able to copy/paste onto a Word document. With this assignment, it was also easy to discover which students needed to finish the copy/paste information with the works cited information, not only the article.  *Things that didn’t go well*…  Students sometimes got frustrated using EBSCOhost for searching. See below for “things to remember”.  *Things to remember*…  Remind students that a difference between using EBSCO and the search engines on the Internet is reliability and spelling features. EBSCO is considered to be very reliable; search engines need to be reviewed for reliability. EBSCO may not check spelling; search engines many times will correct spelling.  *Things to change for next time…*  Added to this lesson is a 4-page handout to help with evaluations and reliability of web site sources that a teacher may wish to use. | | | | |







