

# Learning Experience

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<b>LE Title: One Book Research-<u>The Emperor's Silent Army</u></b>	<b>Author: Hilda C. Moses, Library Media Spec.</b>
<b>Grade Level: 4<sup>th</sup>-6<sup>th</sup> grade</b>	<b>School : N A Walbran Elementary</b>
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## LEARNING CONTEXT

### *Purpose or Focus of Experience*

The purpose of this Learning Experience is to provide an opportunity for students to extend and enrich their knowledge of a specific event, person, or issue related to their classroom studies.

This Learning Experience requires students to apply prior knowledge of research skills in order to contribute information to the group.

The focus of this Learning Experience is to involve individual students in the information seeking process and presentation of results to the group.

Another focus of this Learning Experience is to provide an experience which successfully uses both print and technology resources in gathering information on a specific topic.

### *Connection to Standards*

**ELA Standard 1:** Language for Information and Understanding

**ELA Standard 4:** Language for Social Interaction

**SOCIAL STUDIES Standard 2:** World History

**ARTS Standard 4:** Understanding the Cultural Contributions of the Arts

**MST Standard 2:** Information Systems

### *Information Literacy Standards*

**Information Literacy Standard 1:** The student who is information literate accesses information efficiently and effectively.

**Information Literacy Standard 3:** The student who is information literate uses information accurately and creatively.

**Independent Learning Standard 6:** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

**Social Responsibility Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates in groups to pursue and generate information

### *Information Skills Learner Outcomes*

#3 Know the layout and organization of the library

#14 Know what the reference section is in the library

#18 Use the electronic catalog to locate materials by title, author, subject, and /or series

#21 Identify and use electronic resources

#22 Comply with the district's Acceptable Use Policy for the Internet

#25 Be able to take simple notes.

#28 Use primary and secondary information sources

#29 Be able to paraphrase information

#32 Use specialized encyclopedias and subject dictionaries (print and non-print)

#33 Search appropriate commercial electronic and online resources to access information

#39 Use a search strategy to access and retrieve information

### *Essential Questions*

**How can each member of a class research and contribute information on the same topic?**

**How is the knowledge on a specific topic extended and refined by a group of students?**

**How can a book serve as a catalyst for research?**

## **Content Knowledge: Declarative, Procedural**

### *Declarative Knowledge*

**Students will know that it is possible to extend their knowledge on a topic by using the many print and non-print resources of the library media center.**

**Students will understand that many individuals of varying abilities can seek and find information on a specific topic in a limited time frame.**

**Students will know information is available in many formats.**

**Students will understand that it is valuable to define words, identify the time period of historic events, relate isolated facts to the topic being researched.**

**Students will understand that they can pursue a topic from a curriculum area and learn interesting details**

### *Procedural Knowledge*

**Students will work independently to seek the information to the questions they are given.**

**Students will use their prior knowledge of the media center and use of the electronic and print sources.**

**Students will contribute and take notes on their findings and share them with the class orally.**

**Students will experience the need to do their research promptly and accurately.**

**Students will use specifically structured questions prepared by the teacher .**

**Students will speak loudly and clearly, when presenting their findings.**

**Students will listen carefully, as classmates and teacher present information on the selected topic of the day.**

## PROCEDURE

*(Chronologically ordered description of all teacher & student activities and interactions.)*

**This Learning Experience is designed to put into use many of the research skills learned in prior years and extend and enrich student understanding of one specific area of the 6<sup>th</sup> grade Social Studies curriculum.**

**A book titled The Emperor's Silent Army, *Terracotta Warriors of Ancient China* was selected to be read aloud during Library Class, to the each of the sixth grade classes, a few days after completing their classroom study of China. (The book is 45 pages, with many visuals and clear well-written text) Questions were created by the Library Media Specialist, based on the book contents, prior to the classes. (See attached) Questions were put on individual sheets of paper to allow room for note taking. Each question was unique and required the student receiving that question to do a specific type of research. (Eg. Dictionary use, Database use, etc.)**

**At the beginning of class, the Library Media Specialist displayed the book, gave a brief introduction to the topic and explained the task ahead. Emphasis was placed on the importance of finding the answers to the questions in a timely manner, using prior knowledge of a variety of research skills. A time deadline was determined, so the class could gather back to listen to the “story” from the book and contribute their findings when called upon.**

**The Library Media Specialist circulated about the room to provide assistance if needed, as the students accessed the necessary print or electronic resources and took notes needed to answer their questions.**

**When time was up for researching the questions, students returned to their seats to listen to The Emperor's Silent Army. The Library Media Specialist's presentation of the “story” was interspersed with the contributions of the students' research results. Students needed to pay close attention to the progress of the “story”, since the transition from the Library Media Specialist reading aloud to a request for their contribution, was done smoothly, as in a conversation.**

**The Library Media Specialist followed the numbered order of the questions as the book was read aloud. In this way, each student has the chance to contribute, and the quality and correctness of their contribution is the assessment of their task.**

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## **INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS**

**This Learning Experience requires that the Library Media Specialist or the classroom teacher have a knowledge of the student's ability to research questions in a timely manner. Questions are written and assigned with the various learning and research abilities in mind. (Eg. Word definition questions can be given to students who might be overwhelmed with an internet search)**

**This Learning Experience works most effectively with about 20 students, hence 20 contributions during the reading and discussion of the book. Time would need to be extended to an hour at least, if the group was larger. The lesson could be continued at the next class time or during a classroom session, if necessary.**

**The lesson is adaptable to almost any subject area, but the selection of the book to be "researched" should be done with care. It needs have good illustrations and graphics and be written in a manner that makes it a good read aloud.**

**The Library Media Specialist or classroom teacher must be alert to keeping an interesting flow of what is read aloud and what is contributed by students. Sometimes it will be necessary to rephrase or clarify something a student has contributed.**

**If the classroom teacher wanted to do a formal written assessment of the learning, it could easily be done, by asking the students to take brief notes as they were listening.**

**Questions can be designed to fit whatever resources are available and familiar to students.**

## **TIME REQUIRED**

**Discussion time with classroom teacher will vary on division of responsibilities, if a graded assessment is part of the project—1 hour of collaborative planning and test design. If assessment is to be informal, and Library Media Specialist conducts the lesson—15 min. to meet**

**Planning time for the Library Media Specialist to select book, prepare and assign questions, and make sure resources are available. 1-2 hours**

**Introduction, explanation and distribution of questions—10 min**

**Actual research time in library class—10-15 min**

**Read aloud and contributions from student research questions—20-25 min.**

## **RESOURCES**

**O'Connor, Jane The Emperor's Silent Army :Terracotta Warriors of Ancient China, Viking Press, 2002**

**Websters's New Collegiate Dictionaries**

**Unabridged Dictionaries**

**World Book Encyclopedia Set (print)**

**National Geographic Magazines Collection (specific issues that relate to the topic)**

**OPAC (Electronic Catalog to the school library)**

**Internet access on several computers**

**Electric Library on-line database**

**Encarta On-Line Encyclopedia**

## **ASSESSMENT PLAN**

**The assessment for this Learning Experience was done by the Library Media Specialist in a very informal manner. As students were working on their research, or presenting their contributions, their success or lack of it was very evident. Those who struggled were assisted so that their contribution would be valid, some needed a little more time than others. No student was given a grade or rating on their performance.**

**See rubric checklist on following page:**

**The checklist below could be used as a rubric to record student performance.**

**(1)**

Student read and understood the assigned question, quickly found the appropriate resource needed, used the resource efficiently and effectively to find answers, took necessary notes, was able to contribute his/her information when called upon, and presented information clearly and accurately to the class.

**(2)**

Student read and understood the assigned question, found the appropriate resource needed, was uncertain how to use the resource efficiently and effectively, took brief notes, was somewhat hesitant to contribute his/her information when called upon and presented information in a low voice and with uncertainty. The instructor needed to rephrase parts of the contributed information.

**(3)**

Student needed the assignment and question explained individually, needed help in finding the appropriate resource and in using it, notes were not complete and student needed more time when called upon for contribution. The instructor needed to assist in the presentation and rephrase or suggest what needed to be presented.

### **STUDENT WORK**

(Include samples of student work showing different levels of performance.)

**As students were using research skills to find the answers to questions, their abilities were assessed informally by the Library Media Specialist. If the student had forgotten how to do something they were given assistance. Notes taken when the information was found, were not kept. Oral presentation was assessed informally, as grades were not given for this task. The most noteworthy “student work” was the feedback from the Social Studies teacher a few days later, indicating students’ new knowledge and enthusiasm for the topic, as evidenced in his class.**

## REFLECTION

**This Learning Experience works very well when the students have an introductory knowledge of the topic, as they did with the “terracotta army”. The fact that each member of the class is finding out something different seems to be an incentive to do the quick research and sustains the interest in sharing the results. The instructor needs to be familiar with the topic and sure that students will find the needed answers in the resources suggested. (Eg. Is the word to be defined, included in the dictionary at hand?) This necessitates that the Library Media Specialist check ahead of time to avoid any failed research attempts.**

**This Learning Experience works to review, practice and assess the research skills of the students involved, can be designed to enhance and enrich a variety of curriculum areas and be accomplished in a short period of time.**