

Learning Experience

LE Title: Online Encyclopedias

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Grade Level: 6

School: Parkway Middle School

Topic/Subject Area(s):
Research-Based and
Information Literacy Skill
(ANY)

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LEARNING CONTEXT

Purpose or Focus of Experience

To familiarize students to the Online Encyclopedias—Grolier and World Book as a general reference tool containing information from various fields of knowledge. To instill that Online Encyclopedias are big databases on the Internet or World Wide Web that uses a search engine to help a student find background information on a topic; and provides them with answers to fact questions: who, what, where, when and why.

CONNECTION TO STANDARDS

New York State Learning Standards addressed in assessment:

English Language Arts

Standard ELA1: Language for Information and Understanding—Students will read, write, listen and speak for information and understanding.

Standard ELA3: Language for Critical Analysis and Evaluation—Students will read, write, listen and speak for critical analysis and evaluation

Math, Science & Technology

Standard MST2: Information Systems—Students will access, generate, process, and transfer information using appropriate technologies.

Standard MST5: Technology—Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

AASL Learning Standards addressed in assessment:

Information Literacy

Standard 1: The student who is information literate access information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

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.

Library & Information Skills Learner Outcomes addressed in assessment:

LIS Learner Outcome 2: Know and follow the library (computer lab) rules and procedures.

LIS Learner Outcome 5: Display effective listening and viewing skills.

LIS Learner Outcome 21: Identify and use electronic resources in school and from remote locations, such as home.

LIS Learner Outcome 22: Comply with the district's Acceptable Use Policy for the Internet and the school computer network.

LIS Learner Outcome 23: Use pre-selected / bookmarked sites on the Internet.

LIS Learner Outcome 25: Be able to take simple notes.

LIS Learner Outcome 26: List works cited in appropriate school format (MLA, APA, etc.)

LIS Learner Outcome 27: Select appropriate resources for reference information.

LIS Learner Outcome 29: Paraphrase information to avoid plagiarism.

LIS Learner Outcome 33: Search appropriate commercial electronic and online resources to access information.

LIS Learner Outcome 39: Use a search strategy to access and retrieve information.

LIS Learner Outcome 40: Analyze and synthesize the information gathered from an online search.

LIS Learner Outcome 44: Use cross-references and/or related terms to access additional information.

ESSENTIAL QUESTION(S)

What is an Online Encyclopedia?

What is the difference between an Online Encyclopedia and the printed form?

How do I use an Online Encyclopedia to obtain information on a topic (archaeology)?

CONTENT KNOWLEDGE: DECLARATIVE, PROCEDURAL

Declarative:

1. Students will know the concepts: Online Encyclopedia, Internet, World Wide Web, topic, search word, search box, search results, document, article, web links, cross-reference hyperlinks, periodical and magazine.
2. Students will know research-based information retrieval skills on a topic.
3. Students will understand a system (grid organizer) for note-taking and organizing research.

4. Students will know how to evaluate information for accuracy.

Procedural:

1. Students will be able to locate Online Encyclopedias on a classroom computer.
2. Students will demonstrate their ability in using Online Encyclopedias to locate information.
3. Students will search an Online Encyclopedia for appropriate information and data on a given topic (archaeology).
4. Students will read a given topic's (archaeology) information for understanding and critical analysis in order to take effective notes.
5. Students will compile information and data for a given topic (archaeology) on the research grid organizer.
6. Students will understand the information well enough to write an effective short summary essay on a given topic (archaeology) utilizing the information and data written on the research grid organizer.

PROCEDURE

1. The collaborating teacher (Social Studies) pre-teaches vocabulary and concepts of the topic (archaeology) to students.
2. Before coming to the computer lab for the learning experience, students are asked two questions: What do you know about Online Encyclopedias? and What do you know about the topic (archaeology)? They must write at least three ideas on the front of their packet.

Day 1—Learning how to use Online Encyclopedias

3. The LMS guides students through the lesson on Online Encyclopedias—Grolier and World Book.
4. Students follow the LMS to locate Online Encyclopedias on Internet Explorer. Students are acquainted with the different aspects of two online encyclopedias—Grolier Online and World Book Online as the LMS takes them step-by-step to answer the ten questions on the worksheet.
5. The LMS defines the searching tools and elements to students as they perform a search on a given topic (archaeology).
6. The LMS provides the basic computer technology instruction so that a student knows how to navigate around both online encyclopedias—Grolier and World Book.
7. The collaborating teacher (Social Studies) helps the LMS track student progress and monitors on-task behavior and student discipline.

Day 2—Students use Grolier Online and World Book Online independently.

8. Students perform a search on a given topic (archaeology) to find appropriate information and data.
9. Students read the topic (archaeology) document/article and compile information to answer the three questions on the research grid organizer.

10. The LMS and the collaborating teacher (Social Studies) provide as-needed computer assistance to students having difficulty and monitors on-task behavior and student discipline.

Assessment—Student obligation

11. Students must answer the ten questions on the worksheets for each Online Encyclopedia, answer the three questions on the topic (archaeology) on the research grid organizer, write a short summary essay from the information and data and fill out the work cited form.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

This learning experience was designed with a traditional forty-minute class period in mind. It is best to schedule two (2) class periods in a school computer lab with a LCD projector ahead of time. It is also important to work with the Resource Room teacher and Special Education Teacher for students with IEP's. This learning experience can easily be modified for block scheduling by combining the two days into one period. If students are unfamiliar with using computers, the Internet, Online Encyclopedias or there are technical difficulties, the learning experience might take more than two, forty-minute class periods—it is best to know the capabilities of your students before hand to accurately judge the time frame.

TIME REQUIRED

Planning: 2—40-minute planning periods:

1—Subject teacher and LMS decide on a search topic and the information (questions) for the research grid organizer.

2—LMS puts the Online Encyclopedia worksheet packet together and makes copies

Implementation: 3 class periods

1—40-minute class period:

20 minutes, Subject Teacher pre-teaches vocabulary and concepts of a given topic.

20 minutes, LMS gives a brief overview of the Online Encyclopedia lesson and the expectation of each student.

2—40-minute class period in the computer lab, students become familiarize with the Online Encyclopedias—Grolier and World Book.

3—40-minute class period in the computer lab, students work independently to demonstrate their ability to locate and retrieve information on a given topic using Online Encyclopedias.

Student Assessment:

The one 40-minute class period in the computer lab working independently; and
1-week to hand in the Online Encyclopedia worksheet packet and written summary essay.

Scoring: 1-week of planning time for the LMS to evaluate student work according to the rubric. Once student work is graded the LMS gives the Subject Area teacher the Online Encyclopedia packets so that the student's score can be put in their grade book. This learning experience counts as one test score for the marking period.

RESOURCES

Computers with Internet Explorer
Large screen projector (LCD) attached to a computer
Online Encyclopedia Worksheet packets
Web Sites Bookmarked: Grolier Online—go.grolier.com
World Book Online—www.worldbookonline.com

REFERENCES:

Effective Communicator Instructional Packet, K-12, prepared by New Hartford Central School, 1997c.
Helping students write the best research reports ever, by Lois Laase & Joan Clemmons, 1998c.
Practical steps to the research process for middle school, by Deborah B. Stanley, 2000c.
Writing as learning, by Evelyn Rothstein and Gerald Lauber, 2000c.

ASSESSMENT PLAN

Students are assessed the ten questions on the worksheet for each Online Encyclopedia; answering the three questions on the topic (archaeology) on the research grid organizer; writing a short summary essay from the information and data; and completing the work cited form according to the following rubrics:

- 4- Exceptional—Work is complete and well organized with no errors.
- 3-Proficient—Work is generally complete with a minimal number of errors.
- 2-Worthy—Work tends to be disorderly and incomplete with many errors.
- 1-Sketchy—Work is generally sloppy and incomplete with an excessive number of errors.

Online Encyclopedia Worksheets

	4-Exceptional	3-Proficient	2-Worthy	1-Sketchy	Score
G r o l i e r	All ten (10) questions are answered.	Eight or more questions are answered.	Five or more questions are answered.	Two or more questions are answered.	
W o r l d B o o k	All ten (10) questions are answered.	Eight or more questions are answered.	Six or more questions are answered.	Three or more questions are answered.	

Research Grid Organizer—Information Retrieval

	4-Exceptional	3-Proficient	2-Worthy	1-Sketchy	Score
G r o u n d i n g	Answers All 3 questions.	Answers 2 questions.	Answers 1 question.	Answers 0 questions.	
	Information is accurate and complete.	Majority of the information is accurate and complete.	Several details (information) are inaccurate and not complete.	Information is inaccurate and incomplete.	
W o r l d B o o k	Answers All 3 questions.	Answers 2 questions.	Answers 1 question.	Answers 0 questions.	
	Information is accurate and complete.	Majority of the information is accurate and complete.	Several details (information) are inaccurate and not complete.	Information is inaccurate and incomplete.	
S u m m a r y S e n t e n c e	A complete sentence is clearly written for ALL 3 questions using information from both encyclopedias.	A complete sentence is clearly written for 2 questions using information from both encyclopedias.	A complete sentence is clearly written for 1 question using information from both encyclopedias.	No sentences are written for the questions.	

Summary Essay

	4-Exceptional	3-Proficient	2-Worthy	1-Sketchy	Score
O p e n i n g	Clearly and completely states the main idea of the topic in the opening statement of the summary essay.	Clearly states the main idea of the topic in the opening statement of the summary essay.	States the essence but not the full main idea of the topic in the opening statement of the summary essay.	Opening statement does not accurately reflect the main idea of the topic.	

I n f o r m a t i o n	Accurate data and information using 3 or more key points without giving extensive details.	Accurate data and information using 2 or more key points but gives several unnecessary details.	Essential data and information using at least 1 or more key points, but gives many unnecessary details.	Some essential data and information with no more than 1 key point with far too many unnecessary details.	
O r g a n i z a t i o n	Organizes each important idea into one clear sentence in the most logical order.	Organizes each important idea into one clear sentence in an appropriate logical order.	Organizes some important ideas into their own clear sentence in an appropriate order.	Does not organize the important ideas into clear sentences nor into any consistent logical order.	
C o n c l u s i o n	Concludes with a statement that brings the summary to an effective close.	Concludes with a statement that brings the summary to an appropriate close.	Concludes with a statement that does not close the summary adequately.	Contains no concluding statement, or the statement does not bring the summary to a close	
G r a m m a r	Grammatically perfect with no spelling, punctuation, or capitalization errors.	Two or less grammatical (spelling, punctuation, or capitalization) errors.	Three or more grammatical (spelling, punctuation, or capitalization) errors.	Many grammatical (spelling, punctuation, or capitalization) errors.	
	Format is followed perfectly.	Format is generally followed.	Format is partially followed.	Format is disregarded.	

Works Cited Form

	4-Exceptional	3-Proficient	2-Worthy	1-Sketchy	Score
G r o l i e r	All 5 blanks are accurate with the precise information.	4 blanks are accurate with the precise information.	3 blanks are accurate with the precise information.	2-1 blanks are accurate with the precise information.	

W o r l d B o o k	All 5 blanks are accurate with the precise information.	4 blanks are accurate with the precise information.	3 blanks are accurate with the precise information.	2-1 blanks are accurate with the precise information.	
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* every student gets 40 points for their participation

(i.e. 60 +40 =100, 40+40=80, 30+40=70)

Total Score: _____
+ 40 points student participation

STUDENT WORK

Available upon request
Online Encyclopedia Packet Attached

REFLECTION

This learning experience is not one that can be done at the beginning of the school year. I usually start it in November because students have had the opportunity to use the computer lab in other curricular areas many different times. Also it gives students the opportunity to use online encyclopedias from home during Thanksgiving break, if they need more information to write their summary essay. A great pre-research skills exercise for students because they will start their independent Ancient Egypt Research project in mid-December, which is why I selected the social studies department to work with. However, this learning experience can be adapted to fit in any subject area. The actual time frame of the learning experience will depend heavily upon the number of students or classes for a particular subject area. For me, it takes about three to four weeks time to complete because of having to teach 15 different social studies classes (3 social studies teachers with 5 classes each X 3 instructional periods).

Students pragmatically follow directions of the LMS because they know that will have to know how to use the online encyclopedias independently on Day 2. Students also listen carefully to the oral instructions because they are accountable for the information on the worksheets and note taking on the research grid organizer. I find that stating up front that each student will receive 40 points for participation also helps them to stay on task.

It is important that students are familiar with writing an essay using four to five paragraphs— introduction or opening paragraph, two supporting paragraphs, and a conclusion. Also, it's a plus, if the subject teacher/LMS gives students the essay format because most students need to have a model to go by so they have some idea about what their essay should look like.

Always a “look what I learned” experience for students because they master how to use online encyclopedias from the Internet and then instruct their parents on how to use them at home.