

Learning Experience

[Learning Context](#) | [Procedure](#) | [Instructional/Environmental Modifications](#) | [Time Required](#) | [Resources](#) | [Assessment Plan](#) | [Student Work](#) | [Reflection](#)

LE Title: Places to Go... Things to See!	Author: Hilda C. Moses, Library Media Spec.
Grade Level: 6 th grade	School : N A Walbran Elementary
Topic/Subject Area: Social Studies/ Language Arts	School Address: Rt. 69, Box 539, Oriskany, NY 13424
Email: hmoses@oriskany-elem.moric.org	School Phone: 315- 768-2149/Fax: 315-768-2137

LEARNING CONTEXT

Purpose or Focus of Experience

The purpose of this Learning Experience is to have Sixth Grade students use their prior knowledge of print and on-line research techniques, brochure design elements, and documentation of sources, to produce an accurate and useful information source, for peers and parents.

This Learning Experience creates a positive focus that allows the student to understand the importance of obtaining accurate information, using appropriate resources and presenting their findings in an attractive format.

The sharing of products called for in this Learning Experience, allows the student to experience the work involved in creating a useful document, as well as, an opportunity to review the work of his peers.

Connection to Standards

Social Studies Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York

Social Studies Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global.

ELA Standard 1: Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Information Literacy Standards

Information Literacy Standard 1: The student who is information literate accesses

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

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

Social Responsibility Standard 7: The student who contributes positively to the learning community and to society, is information literate and recognizes the importance of information to a democratic society.

Information Skills Learner Outcomes

- #14 *Identify the reference section in the library media center*
- #17 *Use the card/electronic catalog to locate materials on particular subjects*
- #20 *Locate and use simple dictionaries, thesauri, and encyclopedias.*
- #21 *Identify and use electronic resources in school and from remote locations*
- #22 *Comply with the district's Acceptable Use Policy*
- #25 *Be able to take simple notes*
- #27 *Select appropriate resources for reference information*
- #29 *Paraphrase information to avoid plagiarism*
- #33 *Search appropriate commercial electronic and online resources to access information*
- #35 *Understand plagiarism and the need for documentation when doing a research project*
- #38 *Use appropriate search engines, metasearch engines, and directories to access information on the Internet.*
- #39 *Use a search strategy to access and retrieve information*
- #40 *Analyze and synthesize the information gathered from an online search*
- #47 *Prepare a works cited page using different types of material using a standard district format.*

Essential Questions

How can student research become a useful and valuable resource for a class field trip?

How can information related to a personal interest, be shared in a useful way with peers?

Why is it important to evaluate the source of information for a "flyer" that will to be distributed to others?

Content Knowledge: Declarative, Procedural

Declarative Knowledge

Students will know that others will expect the information in the flyer to be accurate.

Students will understand that their final product will be a contribution that will benefit others.

Students will know that their work will carry their name and reflect the time and effort put forth.

Students will understand that much of the work is to be done independently, but help is available, if needed.

Students will know that their final product must be handed in on time, to be included in the booklets of information given out before the class trip.

Students will know that they must follow directions to create an acceptable flyer.

Students will understand that this product will be subject to the informal evaluation of peers and their parents.

Students will know that they will need to use prior knowledge from a variety of curriculum areas to complete their project.

Procedural Knowledge

Students will listen carefully to initial directions in order to know the scope and intent of the project.
Students will follow their personal interests in selecting the place or attraction they will research.
Students will select appropriate websites for information, using search strategies learned previously.
Students will evaluate all sources for accuracy
Students will use print resources that are up-to-date and give accurate information
Students will take accurate notes from resources and incorporate the information into the brochure design.
Students will design the flyer independently, according to directions.
Students will select appropriate technology techniques and artistic designs to create an attractive flyer.
Students will submit a draft copy for approval, before printing final in color.
Students will prepare their flyer by the date due.
Students will document the resources they used on the form provided in the student common folder.

PROCEDURE

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

To prepare for this Learning Experience as a collaborative project, the Library Media Specialist will meet and discuss the project with the Social Studies teacher, who is in charge of the sixth grade class field trip to New York City. The field trip itinerary allows for a block of unscheduled time, during which students and their parents can make individual choices of places to go and things to see. The flyers will provide information to help make these choices. The Social Studies teacher establishes a due date when the finished flyers will be given to parents. The Library Media Specialist plans the time needed for the project to be started in library class and finished independently. The computer lab assistant will be consulted on student ability to implement the technology needed for the project. The art teacher provides students with a brief checklist of the basic elements needed in the design of an effective brochure.

Each section of sixth grade will be given directions verbally and in print (see attached sheets) during their class in the Library Media Center. All parts of the assignment will be discussed and time will be allowed for questions. A brief review will be given on the rules for documenting sources. A sample “flyer” will be displayed for students to see. Research will begin during library class.

Students will be reminded that although this is an independent project, they are always welcome to seek assistance from the Library Media Specialist.

A booklet made up of an introductory page (done by LMS) and three or four student “flyers” will be given to each student’s parent or chaperone at a meeting before the class trip.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

This Learning Experience could be adapted for different kinds of field trips and for classes from fourth grade and up. If the trip did not involve a choice of where to go, the assignment might focus on what building or exhibit to visit. Students in class with special needs could work with a partner and contribute art work, search for graphics, etc. If students needed additional computer time, arrangements could be made during class in the Library Media Center. Print sources (eg. The I LOVE NEW YORK tourist guide) may need to be pre-selected and provided by the LMS, or Social Studies teacher, if they are unique or unavailable in the school library.

TIME REQUIRED

Planning with other staff members may vary from 30 minutes for a group meeting to several one on one conversations. One 40 minute class in the Library Media Center to introduce and discuss directions for the project will be needed. Time needed to complete the project will vary with each student's ability to research the topic and use technology to design it . This will be done independently.. Time needed to give assistance to students would vary.

RESOURCES

Direction sheet listing date due and all information needed to complete the project.

Checklist of the basic design elements used in a brochure or "flyer"

Internet access for all students

Networked computers for all students to give access to a Common Folder containing the Work Cited Template.

General print encyclopedias with recent copyright date

On-line encyclopedia

Multiple copies of timely print materials (eg. I LOVE NY 2003)

Color printer

ASSESSMENT PLAN
 (Include samples of rubrics, checklists, etc.)
 . Rubric for “Places to Go...Things to See”

1	2	3	4
Five to ten copies will be made of this flyer in order to be included in many of the booklets.	Two or three copies will be made of this flyer and will be included in the booklets.	No copies of this flyer will be made, but the original will be included in one booklet.	This flyer will not be included in a booklet.
<i>Information is accurate and includes name, location, history fact, admission fees, and why it would be fun to visit.</i>	<i>Information is accurate and includes name, location, history fact, admission fees, and why it would be fun to visit.</i>	<i>Information is accurate but some of the necessary facts have been left out.</i>	<i>Information is not accurate and many facts have been left out.</i>
<i>Word art, clip art or photos, and text, are all arranged according to basic design checklist.</i>	<i>Some word art, clip art or photos, and text, are used, but very few are arranged on the page. according to basic checklist</i>	<i>Some word art, clip art or photos are used, but none are arranged according to basic design checklist</i>	<i>Word art is not used and the one or two graphics, are not arranged according to basic design checklist</i>
<i>The works cited page is filled out correctly and reflects use of one print source and two on-line sources</i>	<i>The works cited page is filled out with a few mistakes but reflects use of one print source and two on-line sources</i>	<i>The works cited page is filled out with several mistakes and does not reflect the use of one print source and two on-line sources</i>	<i>The works cited page is not filled out correctly and does not reflect the use of one print source and two online sources</i>
<i>Flyer was completed by due date</i>	<i>Flyer was completed by due date</i>	<i>Flyer was completed by due date</i>	<i>Flyer was not completed by due date</i>

STUDENT WORK
 Available on table for Peer Review

REFLECTION

This Learning Experience was created for a specific field trip. (The annual sixth grade trip to NYC.) The destination provided good research possibilities. To eliminate the possibility of students selecting a place that was impossible to visit in the existing time frame, a list of places could be presented to students, with the option to check with the instructor if they have a different place in mind.

The rubric was not used for grading the project, but was designed to reflect a real life consequence of how the quality of a product determines its use.

The lesson was one of the last ones for the school year and worked to combine a review and practice of skills previously learned, with a personal incentive to do the work. There was some added effort for the LMS to put the booklets together (mainly to have the numbers work out for over 60 booklets), but it ended successfully. Feedback on the actual use of the booklets would be helpful in deciding to do the project again.