

MIDDLE SCHOOL LIBRARY LESSON PLAN # 8-1.4a

National Literacy Standard	1.4 The student who is information literate accesses information efficiently and effectively by identifying a variety of potential sources of information.	Grade 8
Virginia SOL	8.1(E), 8.5(E), 8.6(E), 8.1(C/T), 8.4(C/T) (See SOL sheets at the beginning of the grade level for full text.)	ENGLISH
Hanover Objective	The student will <ul style="list-style-type: none"> • use online catalogs and other bibliographic tools to locate library media center resources • locate materials using Dewey Decimal call numbers • use a variety of search strategies including brainstorming, keyword and subject search, and Boolean operators • use databases for research • use local and wide area networks, including the Internet, to access and retrieve information from electronic databases 	
Title	<i>“Research Rocks”</i>	
Resources and Materials	<ol style="list-style-type: none"> 1. “Research Rocks” PowerPoint 2. “Research Rocks PowerPoint” Worksheet 3. “Research Paper” Worksheet 4. “Keep Track of Your Sources!!” Worksheet 	
Introduction	You have been assigned a research paper. First of all, what is the purpose of research? Why do students conduct research? Share answers. Today I will show you how to research by using a step-by-step process.	
Vocabulary	Research, keywords, topic statement, bibliography	
Activity	<ol style="list-style-type: none"> 1. Distribute “Research Rocks” worksheet to students. 2. Show “Research Rocks” PowerPoint presentation and have students complete the worksheet as they watch presentation. 3. Distribute the Research Paper Worksheet and have students complete for their chosen topic. 4. Distribute the “Keep Track of Your Sources!!” and have students complete with their sources as they begin researching. 	
Closure	Review the research process as presented in the PowerPoint presentation.	
Evaluation	Did students use research process to locate information and cite sources on their projects?	

Comments: This lesson is suitable for any subject area in middle school.

Lesson # 8-1.4a Research Rocks PowerPoint Worksheet

Define research: _____

1. **F**ocus on your topic statement.

2. **L**ook for important words in your topic statement.

3. **I**dentify your keywords. Underline/circle keywords in your topic sentence.

4. **P**resent a definition for each keyword and verify the spelling using a dictionary or textbook glossary. Underline any NEW keywords from your definitions.

5. **I**ndicate which keywords relate best to your topic sentence. List the resources (encyclopedias, books, magazines, internet sites) you used to find information on each keyword. This will become the bibliography for your project.

6. **T**ake off!!! You are now organized and ready to research your project. Have fun and remember, RESEARCH ROCKS!!!

Lesson # 8-1.4a Research Paper Worksheet

A. My research paper topic is _____

B. Write a question that focuses on your topic _____

C. Make a list of words that describe your topic:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

D. What information do you need to develop your topic? (examples: types, history, cost)

1. _____
2. _____
3. _____
4. _____

E. Where can you find the information?

1. Reference Books: *List them below*

1. _____
2. _____
3. _____
4. _____

2. Nonfiction Books: *Include the call number like 796.332 SMI*

1. _____
2. _____
3. _____
4. _____

3. Magazines/Newspapers: *Can be found under InfoTrac on library computers*

1. _____
2. _____

4. Internet Sites: *Include the address like www.hanover.k12.va.us*

1. _____
2. _____

Hanover County Public Schools – Ashland, Virginia – Eighth Grade Lesson
Lesson # 8-1.4a Keep Track of Your Sources!!

To complete your bibliography and end notes page, you will need the following information from each source you use:

Name of book or magazine, year of publication, name & place of publisher, author, title of article (if magazine/newspaper), page numbers

1st Source:

Book Title: _____
Author: _____ Page #: _____
Article Title: “ _____ ”
Publisher: _____
Publishing Place: _____ Publishing Year: _____

2nd Source:

Book Title: _____
Author: _____ Page #: _____
Article Title: “ _____ ”
Publisher: _____
Publishing Place: _____ Publishing Year: _____

3rd Source:

Book Title: _____
Author: _____ Page #: _____
Article Title: “ _____ ”
Publisher: _____
Publishing Place: _____ Publishing Year: _____

4th Source:

Book Title: _____
Author: _____ Page #: _____
Article Title: “ _____ ”
Publisher: _____
Publishing Place: _____ Publishing Year: _____

MIDDLE SCHOOL LIBRARY LESSON PLAN #8-2.4a

National Literacy Standard	2.4 The student who is information literature evaluates information critically and competently by selecting information appropriate to the problem or question at hand.	Grade 8
Virginia SOL	8.1(E), 8.5(E), 8.6(E), 8.7(E), 8.4(C/T), 8.1(PS) (See SOL sheets at the beginning of the grade level for full text.)	ENGLISH
Hanover Objective	The student will <ul style="list-style-type: none"> • evaluate and select the most appropriate source for a specific purpose • assess the relevance, credibility, and validity of information found in traditional print, electronic sources, interviews, and graphic representations • differentiate among facts, opinions, propaganda, bias, and point of view in source materials 	
Title	<i>“Frame a Hero”</i>	
Resources and Materials	Frame a Hero/Research Paper Framework Frame a Hero homework worksheet Frame a Hero worksheet List of persons with disabilities or those that acquired a disability or suffered a debilitating illness	
Introduction	Who are your heroes? What does a hero look and act like? Who are some contemporary heroes? Do heroes have a responsibility to their admirers?	
Vocabulary		
Activity	<ol style="list-style-type: none"> 1. Book talk books with main characters considered heroes (such as Gary Paulsen, Ben Mikaelson, or Rodman Philbrick). 2. Select and read one of Mr. Mikaelson’s books. 3. Complete Frame a Hero homework worksheet. 4. Explain advanced searching on the Internet. 5. Select a person to research from the given list and answer the questions from the Frame a Hero worksheet using either print or non-print sources. 	
Closure	Discuss differences of their definitions on hero before research and after researching.	
Evaluation	Assessment of worksheets	

Comments:

Hanover County Public Schools – Ashland, Virginia – Eighth Grade Lesson
Lesson # 8-2.4a Frame a Hero/Research Paper Framework

OBJECTIVES:

- Identify characteristics of a hero
- Examine their own preferences of heroes
- Brainstorm a list of attributes common to most heroes
- Compare the class list of heroic attributes to individual findings about a real life hero and the hero in their book
- Review research strategies

Library visits:

Day 1: Librarians introduce the students to Ben Mikaelson's books: *Rescue Josh McGuire Sparrow Hawk Red, Stranded, Countdown, Petey, and Touching Spirit Bear*. Students check out one of Mikaelson's books to read.

Day 2-3 (3 weeks later): Students return to the library: The unit, Frame a Hero will be introduced. Present the PowerPoint on advanced research skills. After a discussion of heroes, students will choose a hero from the selected list. Each student must complete the chart in the middle of the homework worksheet, listing characteristics of themselves, their hero, and the main character of their book. Research on the selected hero must include a book, magazine, and the Internet. All work must be cited using the MLA format.

Class Discussion:

Who is a hero?

Who are your heroes?

Who are some contemporary heroes?

What does a hero look/act like?

What characteristics must a hero have?

Who are some heroes from American history?

Who are some not well-know heroes?

What is the difference between a hero and an idol?

Does a hero have a responsibility to the people who admire him or her?

What can we learn from heroes?

Is the main character in your book a hero?

What makes him/her a hero? How?

Could your parent be a hero? How?

Could you be a hero? How?

In the library, using the LCD panel, look at the site: www.myhero.com

Hanover County Public Schools – Ashland, Virginia – Eighth Grade Lesson
 Lesson # 8-2.4a Frame a Hero homework worksheet

Interview an important person (adult) in your life. Please do not use your teachers.
 Questions to ask:

1. Who are your heroes now?
2. What makes him/her your hero? Be specific
3. Who were your heroes when you were in the 8th grade?
4. What made him/her your heroes? Be specific.
5. How has your idea about what makes a hero changed?

Cite your interviewee:

.....
 Your personal hero: _____

Hero from your book: _____

Hero researched: _____

Students are to recreate the below chart, filled in with information.

On the top line, fill in traits of a hero.

Place an X in the column to indicate the characteristics that apply to the hero's name listed on that line.

TRAITS OF A HERO						
Name of your personal hero						
Name of hero from your book						
Name of hero from adult						
Name of hero you researched						
You						

FINAL PROJECT IS DUE: _____

Each student will create an 8x11 poster.

The poster will include the researched hero's picture.

The picture must be cited.

Hero's name and date of birth (and death)

Choose one of the following:

Inspirational quotation of the hero

Slogan/message you composed that applies to your hero

Inscription that might be/have been on his/her tombstone

Hanover County Public Schools – Ashland, Virginia – Eighth Grade Lesson
Lesson # 8-2.4a Frame a Hero worksheet

Name _____

Teacher _____

Block _____

The hero I chose was: _____

EVERY ANSWER MUST BE CITED USING THE MLA FORMAT.

1. What was the date of birth and if dead, date of death of your hero?

List place of birth:

List parents' names:

Cite your source:

2. What physical challenges did the hero face?

Cite your source:

3. List other notable people who overcame the same physical illness/handicap.

Cite your source:

4. Who does your hero credit with helping him/her to overcome the illness/handicap?

Cite your source:

5. What makes your hero well known?

Cite your source:

6. What inspiration words has this hero said to others?

Cite your source:

7. What is the hero doing today?

Cite your source:

8. How did the hero influence the world?

Cite your source:

9. What setback or failures did your hero suffer?

Cite your source:

10. How did your hero change the people's perception of this illness/disability?

Cite your source:

11. What efforts did your hero make to promote awareness/or help others in a similar situation.

Cite your source:

12. What medical advancements have been made with this illness/disabilities since your hero suffered this illness/disease?

Cite your source:

13. List 4 questions you might ask this person if given the opportunity.

14. List the characteristics this hero has that you would like to see in yourself.

15. How could this hero inspire you?

Hanover County Public Schools – Ashland, Virginia – Eighth Grade Lesson
Lesson # 8-2.4a List of persons with disabilities or those that acquired a disability of suffered a debilitating illness

Lance Armstrong

John Nash

Alexander G. Bell

Christopher Reeve

Beethoven

Janet Reno

Ray Charles

Franklin D. Roosevelt

Winston Churchill

Harriet Tubman

Robert “Bob” Dole

Stevie Wonder

Thomas Edison

Albert Einstein

Lou Gehrig

Stephen Hawking

Juliette G. Low

John McCain

MIDDLE SCHOOL LIBRARY LESSON PLAN # 8-2.4b

National Literacy Standard	2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.	Grade 8
Virginia SOL	8.1(H), 8.7(H), 8.10(H), 8.11(H), 8.14(H)	HEALTH
Hanover Objective	The student will <ul style="list-style-type: none"> • evaluate and select the most appropriate source for a specific purpose • assess the relevance, credibility, and validity of information found in traditional print, electronic sources, interviews, and graphic representations • differentiate among facts, opinions, propaganda, bias, and point of view in source materials 	
Title	<i>“Jump into a Healthy Life”</i>	
Resources and Materials	Worksheet, computers with Internet access and Spectrum online catalog, 2 stations set up with telephone books and almanacs and 2 stations set up with Internet and online catalog access	
Introduction	Explain that each student has a worksheet with 24 questions to answer. The student will have 15 minutes for each of the four stations. Listen for the signal before moving to the next activity.	
Vocabulary		
Activity	<ol style="list-style-type: none"> 1. Explain that the purpose of today’s activity is to locate information about certain disorders. 2. Distribute worksheets and explain that each student is to answer all questions. 3. Students will be allowed 15 minutes per center. 	
Closure	Have volunteers share one fact learned from today’s activity.	
Evaluation	Check worksheets for correct information.	

Comments:

Lesson #8-2.4b Worksheet

Use a **Website** to answer the following questions:

1. What is the goal of the Arthritis Foundation?
2. List two warning signs of Alzheimer's.
3. List two complications of diabetes.
4. Looking at the Food Pyramid, how many servings of meat/fish/beans/eggs/nuts are recommended?
5. How many servings of fruit and vegetables are recommended to prevent cancer?
6. What is bulimia?

Use an **almanac** to answer the following questions and cite the page number.

7. Has alcohol consumption increased or decreased for 8th grade white males in the time period from 1991 to 1999? _____page #
8. Who is the director of the Bureau of Alcohol, Tobacco, and Firearms? _____page #
9. What is the leading cause of death in the United States? _____page #
10. What percentage of female 8th grade students smoke? _____page #
11. I want to write Phillip Morris to complain about their Marlboro cigarettes. What is the address? _____page #
12. What is the address of the Cancer Society, American? _____page #

Use the **Spectrum online catalog** to answer the following questions.

13. Tina wants to lose weight and start exercising. What is the title of a book that will help her and offer advice on both?
14. Lori wants to be a sports nutritionist. What is the title of a book that might help her learn about the causes of obesity?
15. Morgan has smoked for years but now wants to quit. What book in the library will help her?
16. What are the call numbers of books about smoking?
17. *The Right Moves* is a novel written by whom?

18. How many books on aerobic exercise does the library have?

Use a **telephone book** to answer the following questions.

Agency you would call **Telephone**

19. You are feeling stressed. Use the Yellow Pages to find a Psychologist to talk with.

20. Your friend's mother is sick. Send some flowers. Use the Yellow Pages to find a florist.

21. Your friend is at Henrico Doctors' Hospital. Call the hospital for patient information.

22. One of your classmates gets drunk every weekend. (Alcohol Abuse)

23. One of your friends has been feeling depressed for several months. You're concerned about the possibility of suicide.

24. Your sister has accidentally swallowed bleach. (Poison Control)

MIDDLE SCHOOL LIBRARY LESSON PLAN # 8-4.1a

National Literacy Standard	4.1 The student who is an independent learner is information literate and pursues information related to personal interests by seeking information related to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits.	Grade 8
Virginia SOL	8.5(E), 8.6(E) (See SOL sheets at the beginning of the grade level for full text.)	ENGLISH
Hanover Objective	The student will browse freely and select appropriate materials according to interest and ability.	
Title	<i>“Getting to know you”</i>	
Resources and Materials	<ol style="list-style-type: none"> 1. “Getting to know, know, know you!” Worksheet 2. “Sharing the Love of Reading” Worksheet 3. Spectrum Online catalog 4. Fiction and nonfiction books 	
Introduction	Explain that the library media center is the students’ library. The library should be a place where students can browse and select materials that appeal to them. Today we’ll discuss your interests and locate books that you will enjoy.	
Vocabulary	keywords	
Activity	<ol style="list-style-type: none"> 1. Review Spectrum Online searching and demonstrate how to find books on dogs. Have a student volunteer an interest and do a search on this topic. 2. Distribute “Getting to know, know, know you!” Worksheet and have students work with a partner to interview each other and answer questions on the sheet. Discuss some examples of keywords in several of the questions. 3. Distribute “Sharing the love of Reading” Worksheet and have students use Spectrum on computers to locate titles of books that their partner might enjoy. 4. Locate books that their partner might enjoy based on the worksheet. 5. Share and exchange information as time permits about the books selected as a class. 	
Closure	Class discussion of matching interests to fiction and nonfiction books	
Evaluation	Observation Discussion	

Comments:

Hanover County Public Schools – Ashland, Virginia – Eighth Grade Lesson
Lesson #8-4.1a Getting to know, know, know you! Worksheet

1. What is your favorite pastime?
2. What is your favorite subject in school?
3. What is your least favorite subject?
4. Where is your best secret hiding place?
(confidentiality insured)
5. What is your favorite sport?
Do you watch or play? Circle one.
6. What is your all time favorite movie?
7. What would you do with a million dollars?
8. What is your favorite TV show?
9. If you had the means to accomplish one thing, what would it be?
10. What is one thing the world needs now?
11. Name one famous person that you admire.
12. What is one improvement you would make for our library?

Hanover County Public Schools – Ashland, Virginia – Eighth Grade Lesson
Lesson #8-4.1a Sharing the Love of Reading Worksheet



Using Spectrum, find titles that you think your partner might enjoy based upon the answers they gave on the “Getting to know, know, know you!” sheet.

1. What is the title of two fiction books about his or her favorite pastime?
2. What are the call numbers of books about his or her favorite subject?
3. What is the title of a biography of an athlete that plays your partner’s favorite sport?
4. What is the title of a fiction book that is about the same topic as your partner’s favorite TV show?
5. Name two books that would help your partner use his/her million dollars.
6. List the title of a book that the library has about your partner’s famous person?
7. Who is the author of a book about the subject that your partner would share with the world?
8. Look through the library’s magazines and write the title of a magazine that you think would interest your partner.

Each student will select one fiction and one nonfiction book for their partner to preview. The student will then read a few pages of each and write one sentence explaining whether they like or dislike each book.

MIDDLE SCHOOL LIBRARY LESSON PLAN # 8-5.3a

National Literacy Standard	5.3 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by developing creative products in a variety of formats.	Grade 8
Virginia SOL	8.5(E), 8.6 (E), 8.1(C/T) (See SOL sheets at the beginning of the grade level for full text.)	ENGLISH
Hanover Objective	The student will <ul style="list-style-type: none"> • utilize library resources to create and enhance a curriculum assignment • read for personal pleasure and self-enhancement. 	
Title	<i>“Bringing the Past into Today with Technology”</i>	
Resources and Materials	Online catalog (Spectrum), PowerPoint, Publisher, and Scanner	
Introduction	Discuss search strategies for using online catalog. Brainstorm possible products for assignments. What are some ways I can present information in different formats?	
Vocabulary	Publisher, Scanner, PowerPoint	
Activity	<ol style="list-style-type: none"> 1. Explain how Greek gods and goddesses portray Greek culture. 2. Have students read a Greek myth and modernize the tale. 3. Review ways to create multimedia projects. 4. Brainstorm possible products for assignments: write a biography of the god or goddess in newspaper format, create a resume for the god or goddess using Microsoft Word, create an advertising brochure for the god or goddess’ new business venture, design a campaign poster for the god or goddess to run for public office, design a flyer announcing their winning the Nobel Bell prize, including their qualifications for selection, or create a biographical PowerPoint presentation. 5. Have students use Spectrum to select a Greek myth to read. 6. Create a multimedia presentation after reading the myth. 	
Closure	Brief summary of applications that can be used in creating a product. Present projects to class.	
Evaluation	Monitor/assist students with their products.	

Comments:

MIDDLE SCHOOL LIBRARY LESSON PLAN # 8-5.3b

National Literacy Standard	5.3 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information by developing creative products in a variety of formats.	Grade 8
Virginia SOL	8.5(E), 8.6(E), 8.1(C/T) (See SOL sheets at the beginning of the grade level for full text.)	ENGLISH
Hanover Objective	The student will utilize library resources to create and enhance a curriculum assignment.	
Title	<i>“Creating a Product”</i>	
Resources and Materials	Computers with Spectrum online catalog, PowerPoint, Publisher, Excel, and Scanner	
Introduction	Brainstorm possible products for assignments. Rather than just writing a book report, what are some other ways that I can convey information about my book.	
Vocabulary	Publisher, Excel, scanner, PowerPoint	
Activity	<ol style="list-style-type: none"> 1. Brainstorm possible products for assignments. 2. Share examples (brochures, fliers, PowerPoint presentation). 3. Create a product using any available library resource to share at least ten facts about yourself. 4. Share products as time permits. 	
Closure	Brief summary of applications that can be used in creating a product.	
Evaluation	Monitor/assist students with their products.	

Comments:

MIDDLE SCHOOL LIBRARY LESSON PLAN # 8-8.2a

National Literacy Standard	8.2 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology by respecting intellectual property rights	Grade 8
Virginia SOL	7.7 (E) (See SOL sheets at the beginning of the grade level for full text.)	ENGLISH
Hanover Objective	The student will <ul style="list-style-type: none"> • credit sources in proper bibliographic format • demonstrate an understanding of copyright laws • understand the meaning and consequences of plagiarism of print or non-print materials • follow responsible guidelines in using electronic resources copyright guidelines.	
Title	<i>“Copyright Guidelines and Bibliography Format”</i>	
Resources and Materials	Handout or transparency on Copyright Guidelines Handouts on MLA Style and/or APA Style Computers with Internet access to School Library Media web page	
Introduction	Discuss copyright terms and guidelines. Discuss purpose of bibliography and correct formats for MLA Style and/or APA Style.	
Vocabulary	Copyright, bibliography	
Activity	<ol style="list-style-type: none"> 1. Define copyright and discuss its implications using handout or transparency, “Copyright Guidelines.” 2. Explain format for bibliography and various styles (MLA/APA) 3. Visit School Library Media web page to see examples of correct MLA/APA style format and to access information on a chosen topic. 4. Choose a topic which interests you. Locate five sources relating to your topic which must include one encyclopedia, two books, and two websites. 5. Complete a bibliography using your five sources in either MLA or APA format. 	
Closure	Review copyright guidelines. Review bibliography.	
Evaluation	Check sample bibliography.	

Comments: This lesson could be used in seventh grade.

COPYRIGHT GUIDELINES

Copyright – the legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work

Legally protects anything you create or write

You can be **sued** if you violate copyright law and use copyrighted material **without permission.**

How would you feel if someone “**stole**” your original work?

Applies to **books, magazines, Internet, photographs, CDs, videos, graphics**

“**Fair Use Doctrine**” says you can use a little bit of copyrighted material for news reporting and academic purposes without asking permission. This means you can quote or paraphrase copyrighted material, but you must cite the author.

Lesson # 8-8.2a Format for Works Cited (MLA Style)

Format for Works Cited (MLA Style)

(List all sources used in alphabetical order. Single space citations; double space between citations.)

Works Cited

Format:

Author (Last name, first), Title of Book, Place of Publication, Publisher, date of publication.

Book: Author (single)

Kaye, Tony. Lyndon B. Johnson. New York: Chelsea House, 1988.

Book: Author (multiple)

Avery, Catherine, and C.J. Moore. Lyndon Johnson. New York: Chelsea House, 1988.

Encyclopedia: article with author

Meyer, George H. . “Calvin Coolidge.” The World Book Encyclopedia. 1999.

Encyclopedia: article with no author

“Calvin Coolidge.” The World Book Encyclopedia. 1999.

Electronic sources

Format:

Author (if given). “Title of Article.” Date. Web Address. Date of download.

Online encyclopedia: article with no author

“Harry S. Truman.” Britannica Online. <<http://www.eb.com>> (November 17, 2000).

Internet source: article with author

Monroe, Jeremy. “Harry S. Truman.” The White House. <<http://www.whitehouse.gov>

(November 17, 2000).

Hanover County Public Schools – Ashland, Virginia – Eighth Grade Lesson
Lesson # 8-8.2a Format for References (APA Style)

Format for References (APA Style)

(List all sources used in alphabetical order. Single space citations; double space between citations.)

References

Book by a single author

Bernstein, T.M. (1965). The careful writer: A modern guide to English usage. New York: Athenaeum.

Book by two or more authors

Strunk, W., Jr., & White, E.B. (1979). The elements of style (3rd ed.). New York: Macmillan.

Edited book

Gibbs, J.T., & Huang, L.N. (Eds.). (1991). Children of color: Psychological interventions with minority youth. San Francisco: Jossey-Bass.

Reference Book without author

Webster's New Collegiate Dictionary. (1961). Springfield, MA: G&C Merriman.

Article or chapter in a book

Bjork, R.A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H.L. Roediger III & F.I. Craik (Eds.), Varieties of memory & consciousness (pp. 309-330). Hillsdale, N.J: Erlbaum.

Entry in an encyclopedia

Bergmann, P.G. (1993). Relativity. In The New Encyclopedia Britannica (Vol.26, pp. 501-508). Chicago: Encyclopedia Britannica.

(If no author, begin reference with the entry title and date)

Magazine article

Posner, M.I. (1993, October 29). Seeing the mind. Science, 262, 673-674.

Journal article

Williams, R.H. 1995. Industrial Energy. Annual Review of Energy, 3: 313-56.

Newspaper article, no author

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). The Washington Post, p. A-12.

**If the article appears on discontinuous pages, give all page numbers and separate the numbers with a comma (e.g., pp. B1, B3, B5-B7).

Online article

Madaus, G. & Kellaghan, T. (1963). The British experience with authentic testing. Phi Delta Kappan [Online], 74 (6). Available:

http://web7.infotrac.galegroup.com/itw/inf...7&dyn=21!xm_2_O_A13442727?sw_aep+viva_vcu

Electronic data file or database

National Health Interview Survey – Current Health topics: 1991-Longitudinal study of aging (Version 4) [Electronic data tape]. (1992). Hyattsville, MD: National Center for Health Statistics [Producer and Distributor]

Personal interview, letters, telephone calls

Jess Moore (telephone conversation), April 17, 1989, confirmed the ideas.

MIDDLE SCHOOL LIBRARY LESSON PLAN # 8-8.2b

National Literacy Standard	8.2 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology by respecting intellectual property rights..	Grade 8
Virginia SOL	7.7 (E) (See SOL sheets at the beginning of the grade level for full text.)	ENGLISH
Hanover Objective	The student will <ul style="list-style-type: none"> • credit sources in proper bibliographic format • demonstrate an understanding of copyright laws • understand the meaning and consequences of print and non-print materials • follow responsible guidelines in using electronic resources. 	
Title	<i>“Getting it right, Copyright!”</i>	
Resources and Materials	Novel, <i>Bat 6</i> PowerPoint presentation on Copyright, plagiarism, and bibliographic citation Assignment sheet	
Introduction	The people in <i>Bat 6</i> seem real and so do the events. How real are they? How historically accurate are the events that are described?	
Vocabulary	Racism Discrimination Prejudice War mentality	
Activity	<ol style="list-style-type: none"> 1. Discuss historical fiction and its depiction of actual events. 2. Show copyright, plagiarism, and bibliographic citation PowerPoint. 3. Distribute Assignment sheet and discuss research assignment. 4. Explain bibliographic citations and the format for the Reference Page. 	
Closure	Discuss similarities and difference of <i>Bat’s 6</i> events and the factual events of World War II.	
Evaluation	Students will write a one-page letter based on the contrasting of WWII events and those depicted in <i>Bat 6</i> . Include on the second page a Reference Page of the three sources used.	

Comments: This lesson can be done only after reading the novel, *Bat 6*.

Historical research through the fiction book, *Bat 6*.



Softball became an official game in 1934. War was declared by the United States on Japan after the bombing of Pearl Harbor. President Franklin Roosevelt signed Executive Order 9066, which ordered persons of Japanese descent living in the Western United States to be evacuated from their homes and imprisoned in camps for the duration of the war. This was called Japanese Internment. The internment was triggered by fear and hostilities toward Japan, our wartime enemy. World War II and fear are the backdrops for the story in *Bat 6*, a novel by Virginia Wolff. Though the story is fictional, it is based on many historical events. Below are topics that are related to history and the novel, *Bat 6*. Choose one topic as a research topic and complete the research activities. You may select one below or choose one of your own with approval from your teacher or librarian.

Current Women’s softball leagues and Women’s softball leagues of the 1940s
Nontraditional/Traditional roles of women during WWII
The bombing of Pearl Harbor
President Franklin Roosevelt
Axis Powers
Nazi concentration camps
Conscientious objector/Pacifist
US Supreme Court case declaring the internment unconstitutional and granting restitution (1986)
Holocaust
Women’s fashions of the 1940s
Anne Frank’s concerns and the concerns of the girls of *Bat 6*.

Assignment

1. Research one of the topics above
2. Write a letter to either Aki or Shazam describing events of WWII and expressing your feelings about what happened on the day of the game. Explain any difference in your topic and WWII discovered from your research from the same events as they were portrayed in *Bat 6*. If you did an interview, write how the interviewed person’s views agreed or disagreed with the WWII occurrences in the book.
3. Use three sources for your research: a print encyclopedia, a book, and a web site. Cite your sources, including *Bat 6*, on a Reference Page.

MIDDLE SCHOOL LIBRARY LESSON PLAN # 8-9.3a

National Literacy Standard	9.3 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information by collaborating with others, both in person and through technology to identify information problems and to seek their solutions.	Grade 8
Virginia SOL	7.1(E), 8.2(E) (See SOL sheets at the beginning of the grade level for full text.)	ENGLISH
Hanover Objective	The student will actively cooperate and collaborate in the sharing of knowledge and information.	
Title	<i>“Share the Work, Share the Praise”</i>	
Resources and Materials	Spectrum electronic catalog, Internet sites, PowerPoint software, Share the Work, Share the Praise Handout	
Introduction	Review the process for research and decide how the group will approach the project.	
Vocabulary	collaborate, active cooperation, shared task, keywords, search strategy, outline, summary	
Activity	<ol style="list-style-type: none"> 1. Review the research process. 2. Review PowerPoint software. 3. Review Spectrum and Internet searching. 4. Distribute “Share the Work, Share the Praise” handout and go over. 5. Provide time for students to research chosen topic. 	
Closure	Teacher directed, Library Media Specialist assisted, review of each piece of the project for finalization and presentation.	
Evaluation	Student’s final presentation to the class using video projection unit.	

Comments: *This lesson could be modified and used in other disciplines such as History or Civics, Science, Math as well as electives and core classes.*

Hanover County Public Schools – Ashland, Virginia – Eighth Grade Lesson
Lesson #8-9.3a Share the Work, Share the Praise (Hispanic American Research Project)

1. **Task Definition:** What is your group supposed to do?
Working in groups of three, each member is to research specific information. Your group will learn about a Hispanic American group. Select one of the following topics to research:

Mexican Americans
Puerto Rican Americans
Cuban Americans
Dominican Republican Americans
Colombian Americans
Costa Rican Americans

Requirements:

- a. Geography – of original location, locations in the USA
 - b. Typical food
 - c. Contributions to society – Are there any famous people from your group?
 - d. Citizenship – What problems did your group encounter in coming to America?
 - e. Impact – Has there been publicity about your group because of current events, i.e. Elian Gonzalez?
 - f. History – How long has your group been emigrating to America? Why do they come?
2. **Information Seeking Strategies** – What are the possible sources of information I can use?
At least five sources are required.
Books
Magazine/Newspaper articles
Internet
Interviews
Encyclopedias
 3. **Location and access** – Where will I find my sources?
Books – Online catalog (Spectrum)
Magazine articles – Infotrac- www.infotrac.galegroup.com/itweb/han
Newspapers –
New York Times – www.nytimes.com
Washington Post – www.washingtonpost.com

Other web sites:
<http://hcps2.hanover.k12.va.us/instruction/FL/welcome.htm>
Look for Student links for great information on the Hispanic culture.
United States Immigration and Naturalization web site –
www.ins.usdog.gov
National Immigration Forum (NIF) –
<http://www.immigrationformum.org/>
 4. **Use of information** – Take notes from the sources as you read. Remember to cite the source from which you got information.

5. **Synthesis** – What am I to do with the information that I have gathered?
Notes on note cards
Resources cited
Visual presentation – provide information about your group using one of the following formats:
 - Power Point
 - Newspaper
 - Newsletter
 - Bulletin Board (1 per class)Be creative. As part of the presentation you may bring food representative of your group. Teach a dance step. Play music from your group’s culture. From your notes, prepare a two-page report and your visual presentation.
6. **Evaluation** – How well do you think you have done?
Before you turn in your work, review what the requirements were and determine how well you have completed the assignment. Does your presentation include all required information?
Are you proud of your accomplishments as you worked in your group?