MIDDLE SCHOOL LIBRARY LESSON PLAN # 7-1.5a

National Literacy Standard	**1.5** The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	**Grade** **7**
Virginia SOL	**7.6(E), 7.10(E), 7.10(SS), 8.4(C/T)** (See SOL sheets at the beginning of the grade level for full text.)	**ENGLISH**
Hanover Objective	The student will identify strategies to locate information**.**	
Title	*"Locating Information"*	
Resources and Materials	Online computers (Spectrum) and Internet access, Print Reference Materials (including encyclopedias, almanacs, dictionaries) Worksheets	
Introduction	Discuss various ways of locating materials/information in the library.	
Vocabulary	Dewey Decimal system, almanac, online catalog	
Activity	1. Review Dewey Decimal classification system. 2. Locate Reference section in library and discuss types of materials available here. 3. Discuss search strategies for locating information. 4. Locate information using encyclopedias, almanacs, indexes, online catalogs, and atlases. 5. Distribute "Locating Information Worksheet."	
Closure	Brief discussion and review of worksheets.	
Evaluation	Check student handouts.	

Comments: *All of the books required for this lesson may not be available in all libraries.*

#7-1.5a (1) Worksheet

_____
NAME

Dewey Decimal Classification System

Call Number	Categories
000-099	General Works (encyclopedia, newspapers)
100-199	Philosophy (ideas about the meaning of life, psychology, behavior)
200-299	Religion (world religion, mythology)
300-399	Social Science (government, law, education)
400-499	Language (dictionaries, grammar books)
500-599	Pure Science (mathematics, chemistry, plants, animals, earth science)
600-699	Applied Science (how-to books, engineering, radio)
700-799	Arts and recreation (music, arts, sports, hobbies)
800-899	Literature (poems, plays, essays)
900-999	History (travel, geography, biography)

#7-1.5a (2) Worksheet

Locating Information Worksheet

NAME _____

Complete the Spectrum Search Warm Up:

Directions: Answer the questions below.

1. What is the call number for a book on Jupiter? _____
2. Who wrote the book Z for Zachariah? _____
3. How many pages are in the book Holes? _____
4. Name one book written by Margaret Haddix? _____
5. How many copies do we have of The Golden Compass (including those checked out)? _____

Fill in the blanks below by giving the Dewey Decimal Classification name and number.

6. If I wanted to find a book about Nebraska, in what section of the library would this book be? _____
7. If I wanted to find a book on crime and punishment, in what section of the library would this book be? _____
8. If I wanted to find a book on stamp collecting, in what section of the library would this book be? _____
9. If I wanted to find a book of poetry, in what section of the library would this book be? _____
10. If I wanted to find a book on birds, in what section of the library would this book be? _____

#7-1.5a(3)

Use the Reference Section to locate the following information:

11. What is the copyright date of The World Book Encyclopedia?

    _____

12. Locate Reference 973 KAN, Facts About the States. Look in the table of contents and find the page with information about Ohio. _____

13. Look in the 2002 World Almanac. Use the Quick Reference Index in the back to locate the pages with information about the environment. _____

14. a. Locate REF Nog, Body of Design. Use the Index to locate the volume and page numbers with information on sensory nerves.

    Volume _____ Pages _____

    b. Locate REF 910.6 BRY, National Geographic Society: 100 Years of Adventure and Discovery. Turn to page 206. Look at the picture "autochrome screen." What product is used to create the grains of color? _____

15. Locate REF 920, Grolier Women's Biographies, Volume 6. On which page would you find information on Madonna? _____

16. Locate REF 423 WEB, Webster's Dictionary. Write the two guide words on page 181. _____

17. Locate the Rand McNally Desk Reference World Atlas. Using the index, on what page would you find a map of Richland, GA? _____

    What are the coordinates of Richland? _____

    What major city is located northeast of Richland? _____

MIDDLE SCHOOL LIBRARY LESSON PLAN # 7-1.5b

National Literacy Standard	**1.5b** The student who is information literate accesses information efficiently and effectively and develops and uses successful strategies for locating information.	**Grade** 7
Virginia SOL	**CE.1 a** The student will develop the social studies skills citizenship require, including the ability to examine and interpret primary and secondary source documents. **CE.2a** The student will demonstrate knowledge of the foundations of American constitutional government by explaining the significance of the Constitution of the United States.	
Hanover Objective	The student will identify and locate different types of reference materials. The student will select and retrieve information using encyclopedias, almanacs, indexes and online catalogs.	
Title	**"***Bill of Rights Research"*	
Resources and Materials	Primary source worksheet Bill of Rights and war research worksheet	
Introduction	The Bill of Rights gives us our freedoms. We enjoy these freedoms and sometimes even take them for granted. There are times that the United States has fought for these freedoms for others. Let's learn about the Bill of Rights and see the instances when we have even fought for them. We are going to view the war from a participant's point of view.	
Vocabulary	Primary sources Amendments Constitution	
Activity	Discuss freedom, Bill of Rights, and liberties. Give examples of the freedoms the Bill of Rights give us. Distribute primary source worksheet and Bill of Rights/war research worksheet. Explain primary sources.	
Closure	Class discussion of primary sources with students reading or describing the contents.	
Evaluation	Worksheet assessment Observation of student while researching	

Comments:

Lesson # 7-1.5b Primary source worksheet (1 of 2)

Name _____

Teacher _____

Block_____

PRIMARY SOURCES

Primary sources are items that give first hand accounts of history. They are photographs, diaries, interviews, letters, songs, or poems.

Select a different type of primary source for each of the following wars and complete the information.

American Civil War – Type of primary source_____

Title:

Description:

What is the historical significance of this document?

Cite source:

World War I – Type of primary source_____

Title:

Description:

What is the creator of the primary source trying to convey?

Cite your source:

World War II – Type of primary source_____

Title:

Description:

Who is the intended audience for this primary source?

Cite your source:
Lesson # 7-1.5b Primary source worksheet (1 continued)

Vietnam War – Type of primary source_____

Title:

Description:

What does this primary source depict about the Vietnam War?

Cite your source:

Did any of your primary sources you viewed show bias or prejudice by the author or artist? Which one and what was the bias?

Using an online catalog answer the following.

1. How many diaries are listed under a key word search? _____
   How many are primary sources (true)?_____
   How many are fiction?_____

2. How many "letters" are listed in the catalog?_____

3. How many interviews are there?_____

4. How many videos are there on the Civil War?_____

5. Using an electronic encyclopedia and type "American Revolution" in the search box. Are there any primary sources and how do you know they are primary sources?

   _____

   _____

6. Using a newspaper, list 3 primary sources you see.

   _____

Lesson # 7-1.5b Bill of Rights/war worksheet (2 of 2)

American Civil War

General Robert E. Lee sought terms for his Southern soldiers in his surrender to General U. S. Grant at the end of the war. Confederate soldiers could have been viewed as traitors to the United States. What were the terms of surrender between these two generals for the confederate soldiers?
(http://www.civilwarhome.com/grantlee.htm) The terms are discussed in the correspondence between Lee and Grant.

The tenth amendment of the Bill of Rights limits the role of the federal government. How was the interpretation of the tenth amendment a cause of the Civil War?

World War I

In the court case, Schenck v. U. S., Mr. Schenck was arrested for violating what Act?

The amendment involved was _____

Which Court made the final decision in this case?_____

_____

What was the court's decision?_____

_____

Lesson # 7-1.5b Bill of Rights/war worksheet (2 continued)

World War II

In the court case, West Virginia Board of Education v. Barnette, what did the Barnette children not want to do and why?

This case involved the _____amendment which states_____

_____
___

During World War II, Japanese American citizens were relocated to internment camps. Explain on what legal basis these citizens were relocated.

Vietnam War

In the court case, Tinker v. Des Moines School District (1969), why did the students wear black armbands?

What was the court's decision in this case?

The Vietnam War was different from other wars. People voiced their protest of our involvement and did not believe that the United States should be fighting there. Many young men rather than fight in Vietnam became conscientious objectors. What is a conscientious objector?

MIDDLE SCHOOL LIBRARY LESSON PLAN # 7-2.4a

National Literacy Standard	**2.4** The student who is information literate evaluates information critically and competently by selecting information appropriate to the question at hand .	**Grade** 7
Virginia SOL	**7.1(E), 7.3(E), 7.6(E), C/T8.4** (See SOL sheets at the beginning of the grade level for full text).	**ENGLISH**
Hanover Objective	The student will evaluate and select the most appropriate source for a specific purpose; access the relevance, credibility, and validity of information found in traditional print, electronic sources, interviews, and graphic representation; differientiate among facts, opinions, propaganda, bias, and point of view in source materials.	
Title	"*Look before you leap"*	
Resources and Materials	Bogus sites, see Sites for fun sheet. Power Point presentation. Handouts	
Introduction	Let's pretend we are going to Disney World. Do we need a map? Can we use a map from the 1970's?	
Vocabulary	Internet, bogus sites, web addresses	
Activity	1. Discuss the advantages and disadvantages of using the Internet for research. 2. Show Power Point on Look before you leap (web evaluation). 3. Have students use Internet to complete worksheet on bogus sites. 4. Present the findings from the evaluation form to the class.	
Closure	Brief summary of activity completed as a review.	
Evaluation	Check handouts for accuracy.	

Comments:

Lesson Plan 7-2.4a (1) Worksheet

GOOD SITES FOR FUN???

www.exploratorium.edu/frogs/

www.allaboutfrogs.org/froglnd.shtml

www.lme.mankato.msus.edu/class/629/dhmo.html

www.realaroma.com/

www.zapatopi.net/afdb.html

http://www.goldengatetunnel.com/

http://lme.mankato.msus.edu/akcj3/bmd.html

http://www.bonsaikitten.com/

http://www.ovaprima.org/

http://www.d-b.net/dti/

http://www.hi.is/~anne/webeval.html

http://www.gwbush.com

http://www.dreamweaverstudios.com/moonbeam/moon.htm

http://home.inreach.com/kumbach/velcro.html

http://www.end.com/~jynx/walrus/

http://www.sudftw.com/jackcon.htm

http://zapatopi.net/bsa.html

http://zapatopi.net/treeoctopus.html

http://www.greenpeas.org/

http://www.dhmo.org/

#7-2.4a (1continued) Worksheet

http://members.unlimited.net/~kumbach/velcro.html

http://ww.improb.com/airchivers/classical/cat/cat.html

http://www.library.ucla.edu/libraries/college/instruct/hoax/evlinfo.htm

http://lme.mankato.msus.edu/mankato/mankato.html

http://www.tass.net/index.html

http://www.improbable.com/airchives/paperair/barney.htm

http://online.coled.mankato.msus.msusedu/

http://www.webpagesthatsuck.com/index.html

http://www.improb.com/airchives/paperair/volume6/v6i3/tastecrime-2000-06.html

http://www.worstoftheweb.com/

http://147.129.1.10/library/lib2/AIDSFACTS.html

http://www.wayhome.com/y2k/

www.improb.com/airchives/classical/cat/cat.html

www.theonion.com/onion3119/stupidbabies.html

www.microsoft.com&item%3D209254@212.254.206.213/original.html

#7-2.4a (2) Worksheet
Name_____
Teacher_____
Block_____

Evaluation of a Web Site

1. What is the web address you are evaluating?
2. What is the name of the site?
3. Does the page take a long time to load?
4. Are there pictures on the site?
5. Do the pictures/photographs look real?
6. Does the site contain advertising?
6. Is the spelling correct?
7. Does this site contain the author's name and e-mail address?
8. Does the author tell you about him/herself?
9. Can you easily return to the home page?
10. Is there a date?
11. Would you have gotten more information from the encyclopedia?
12. Would the information have been better in the encyclopedia?
13. Does the author of the page say things with which you disagree?
14. Does the author of the page include information that you know is wrong?
15. Are there links to other good sites?
16. Are you sure the information that is found on this site is true?
17. What is the purpose of the site?

#7-2.4a (3) Worksheet

LOOK BEFORE YOU LEAP

Coverage

What topics are covered?
Are there links to other sites?
Is it easy to use?

Accurate

Can you verify the information elsewhere?
Are references cited?
Has it been reviewed? Did the site receive an award?

Authority

Who is the author?
Are his/her credentials listed?
Is there an email address?
Has the author published any books or articles on this topic?

Objectivity

What is the purpose of this site?

- To inform
- To teach
- To sell
- To persuade
- To entertain

Currency

What is the date of the article?
Has it been updated?

Does it take long to load?
Do all of its parts work?
Does it feel friendly?
Are the headlines clear?
Is it grammatically correct?
Are there spelling mistakes?
Can you print individual pages?

MIDDLE SCHOOL LIBRARY LESSON PLAN # 7-2.4b

National Literacy Standard	**2.4** The student who is information literate evaluates information critically and competently and selects information appropriate to the question or problem at hand.	**Grade** 7
Virginia SOL	**7.7(E)**	**ENGLISH**
Hanover Objective	The student will assess the relevance, credibility, and validity of information found in traditional print, electronic sources, interviews, and graphic representations.	
Title	**"***Birthday research project"*	
Resources and Materials	Worksheet/Rubric Internet and websites	
Introduction	Aren't birthdays fun? What are some important dates that you know? Today we are going to talk about what it was like on the day that you were born.	
Vocabulary	Index Chronological glossary	
Activity	Discuss resources, web sites, books, encyclopedias, and almanacs. Have students research in these resources to locate information for the "What do I need" worksheet.	
Closure	Review different resources and how to use them. Observe students on web sites, using books, and using almanacs.	
Evaluation	Worksheet Observation	

Comments:

BIRTHDAY RESEARCH PROJECT

MY BIRTHDAY IS (INCLUDE THE MONTH, DAY, AND YEAR)

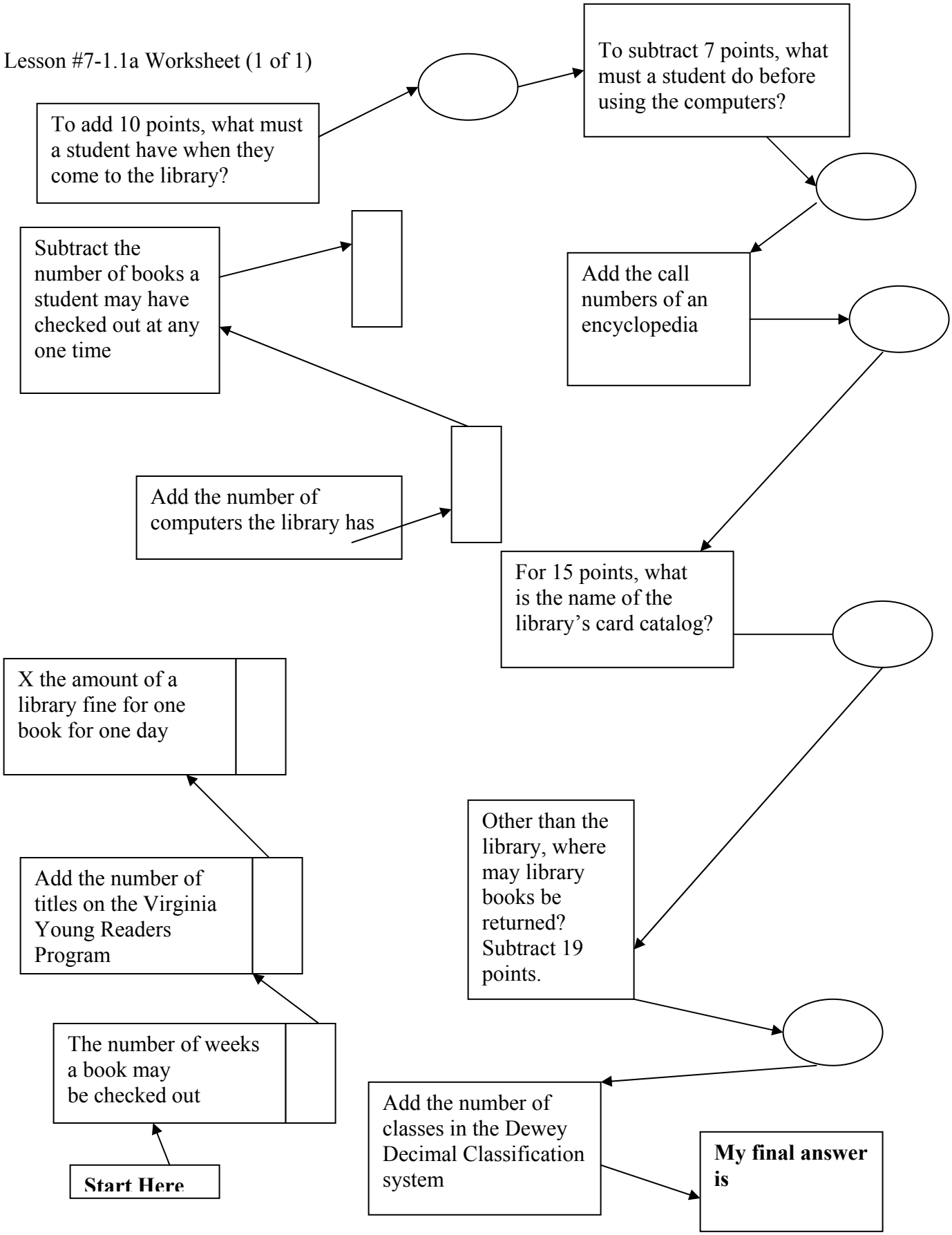
What Do I need	Description	Point Value
Your day of birth	Describe the day you were born. What was the weather like? What time of day were you born? In what state and hospital were you born?	10
Pop Culture	Describe the following: Popular movies Songs, bands, singers, actors, clothing, television shows	15
News Events	Tell the following: President, Vice President, Governor, population of the U. S. Give one important news event that happened in the U.S. and one event that happened in the world	15
Compare and contrast	Compare and contrast the information you found with culture of today. What has changed? What has stayed the same?	10
****Bibliography****	3 sources documented using the MLA format	20
Presented in a creative way	Poster, Powerpoint, written in a different viewpoint, uses pictures	10
Neatness	Colorful, correct spelling, complete sentences, correct grammar	10
Correct information	Uses facts not based on opinion	10
Includes interesting fact (Extra credit)	Fact that is unusual, that no one else will find	5
Total:		105

MIDDLE SCHOOL LIBRARY LESSON PLAN # 7-2.4c

National Literacy Standard	**2.4** The student who is information literate evaluates information critically and competently.	**Grade** 7
Virginia SOL	**7.6(M)**	**MATHEMATICS**
Hanover Objective	The student will identify the organization and policies of the Lbrary Media Center.	
Title	**"***It all adds up"*	
Resources and Materials	Game Sheet	
Introduction	**"**Today we are going to play a game that will review procedures in the library. All that we know about the library adds up to using it quickly and efficiently."	
Vocabulary	Orientation Procedure	
Activity	Distribute game sheets. Students will write their answers to the questions in the box, as well as adding the numbers. A student may miss or skip questions that they do not know but their total number should be lower than a student who answers all questions. First student with highest total number wins.	
Closure	Review procedures and policies of the library and correct answers.	
Evaluation	10 points within highest number to total is acceptable. Correct wrong answers to questions and review correct answers with student.	

Comments:

Lesson #7-1.1a Worksheet (1 of 1)



MIDDLE SCHOOL LIBRARY LESSON PLAN # 7-2.4d

National Literacy Standard	**2.4** The student who is information literate selects information appropriate to the problem or question at hand.	**Grade** **7**
Virginia SOL	**C/T8.4** The student will use search strategies to retrieve electronic information. **C/T8.4** The student will use electronic encyclopedias, indexes, almanacs, and catalogs to retrieve relevant information.	**TECHNOLOGY**
Hanover Objective	The student will evaluate and select the most appropriate source for a specific purpose.	
Title	**"***What is that thing?"*	
Resources and Materials	Powerpoint presentation: Simple Research Handout Transparency of tipping hat	
Introduction	Ask, "What is this thing that I am showing you?" Some inventions have a short period of use, like this one, and others change the world, computers!	
Vocabulary		
Activity	Show transparency of tipping hat. Discuss inventions and their importance, artificial heart or inventions for fun like hula hoops. Show "Simple Research". Give students time to research.	
Closure	Review discussion will be held with class presentations.	
Evaluation	Completion of handout. Observation of successful research strategies	

Comments: *The tipping hat transparency is used. It was used so gentlemen would not have to keep tipping their hats to ladies they passed on the street. The gentleman tipped his head and the weights under his hat propelled the hat forward and back.*

Lesson #7-1.1b worksheet

STUDENT'S NAME_____ CLASS BLOCK_____

Research to answer the following questions about your invention>

1. What is my invention?

2. Who invented the invention?

3. What was the purpose or idea of the invention?

4. In what year did the invention take place?

5. Who assisted the inventor with the invention's material?

6. Where did the invention take place; state or country?

7. List materials needed to construct or manufacture the invention.

_____

_____

8. What was the original cost of the invention?

9. In what year was a patent acquired for this invention?

10. How many different types or models of this invention are available?
11. How many people use this invention?
12. How could the invention be improved?

MIDDLE SCHOOL LIBRARY LESSON PLAN # 7-3.4a		
National Literacy Standard	**3.4** The student who is information literate uses information effectively and creatively by producing and communicating information and ideas in appropriate formats.	**Grade** **7**
Virginia SOL	7.10(E), 7.21(M), 8.4 (C/T) (See SOL sheets at the beginning of the grade level for full text.)	**ENGLISH**
Hanover Objective	The student will prioritize the use of available resources, make inferences and predictions based on analysis of data, develop a multi-media product that communicates information.	
Title	*"Hooked on Hoops"*	
Resources and Materials	Newspapers College Team T-shirts Online newspapers Web sites NCAA Chart sheet	
Introduction	"Which college basketball team will win the NCAA championship?"	
Vocabulary	Seeding/ranking teams	
Activity	**Using a newspaper or online newspaper, find the AP Top 25 Poll of college teams. With your NCAA chart sheet, select 16 teams to place in the chart. Number each line of the blocks, starting with number 1 and number 16 in the first two. Then move to the bottom block and place number 2 on the top line and 15 on the last line. Alternate between top and bottom blocks, with alternating pairs of numbers, 3 and 14, 4 and 13, 5 and 12, 6 and 11, 7 and 12,** **8 and 9. Write the name of the team beside the number. The student will next decide which of the two teams will win in each pairing. These names are moved on to the next brackets. Continue on until one name remains as predicted NCAA champion.** Next, have student research the city where the tournament will be held. Information of the city should be made into a brochure for their winning team including the graphics of the team's mascot and the logo of the university. School colors could be used as background colors of the brochure.	
Closure	Wearing items such as t-shirts, caps of the college, students will present their brochures to their classmates.	
Evaluation	Grade on brochure and presentation. Keep sheets until after the NCAA tournament and award prizes to those that correctly predicted the winner.	

At the beginning of the college basketball season, each college team dreams of winning the national championship. Using the AP Top 25 Poll, place sixteen teams in the NCAA Tournament chart below. You may research the teams on the Web or use the *Sports Illustrated* magazine to find additional information to help you. The teams are placed in brackets so that the number 1 team plays the lowest ranking team. The second highest team will play the next to bottom ranked team. Keep ranking and placing the teams in your chart until you have sixteen pairings. Select the NCAA winner! There will be prizes for those students that select the correct team.

1

16

3

14

5

12

7

10

9

8

6

11

4

13

2

15

NCAA Champions!!!!

MIDDLE SCHOOL LIBRARY LESSON PLAN # 7-4.1a

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** 7
Virginia SOL	**7.10(E)** (See SOL sheets at the beginning of the grade level for full text.)	**ENGLISH**
Hanover Objective	The student will examine pre-selected books for interest and browse freely selecting books on personal interests.	
Title	"R*eading for Life"*	
Resources and Materials	Online catalog (Spectrum), Review Use of Spectrum Patron Catalog worksheet, Teabag Reading Activity sheet	
Introduction	Review how to use Spectrum electronic catalog.	
Vocabulary	Online catalog, browse	
Activity	**1. After demonstrating Spectrum using video projection unit, students take the handout titled "Use of Spectrum Electronic Catalog" as a small group and complete the activity.** 3. Use the "Teabag" reading handout to encourage personal interest reading.	
Closure	Summarize activities and discuss the benefits of lifelong reading.	
Evaluation	Each student should have previewed at least two books and selected at least one for checkout. An excited attitude should be evident.	

Comments:

Lesson #7-4.1a worksheet (1 of 2)

Review the Use of Spectrum Patron Catalog

This worksheet will give you practice using the Spectrum Patron Catalog. This is an online card catalog of materials in the Library Media Center.

1. Log-in on your computer by entering your ID # (must be five digits) and your birth date (must be six digits).

2. Select the bright number 5 icon titled *Spectrum Parents' Catalog*.

3. In the search box, type the title *Something Big Has Been Here*. Select the Title button and hit enter or the search button.

4. Double click on the book title. The author of *Something Big Has Been Here* is

   _____.

5. Type the word ORIGAMI in the search box and select either the Key Word button or the Subject button for your search. How many <u>non-fiction</u> titles are listed? _____ What is the <u>non-fiction call number</u> for origami books? _____

6. Type the name TOLKIEN in the search box and select the Author button. How many books does the library have by this author? _____

7. Using Spectrum Patron Catalog, search for the book *The Giver*. How many pages are in this book? _____ Write down the call number for *The Giver*. _____

8. Return to your computer and log-off. Go to Start, Shut Down, and Restart.

9. Go back to where your group started. Your librarian or your teacher will check your work. We will answer any questions before you return to class. **GREAT JOB!**

Lesson #7-4.1a Worksheet (2 of 2)

NAME _____

_____ BLOCK *Teabag Reading Activity* _____ DATE

1. We will go to the library and sit at assigned tables. The librarians have prepared arrangements of book categories (genres) at each table for us.

2. We will spend about 5-10 minutes at different tables.

3. Choose one book and read the first few pages.

4. Read through the questions. If you liked the book you selected, answer the questions. If you did not like the book, select another book. Answer these questions for the book you do like.

5. Our objective is to "get a taste" of or "dip" into a new book and find one that we are interested in reading in its entirety.

Complete the following questions using the book that you liked.

Title of the Book You Liked: _____

Author: _____ Genre: _____

Who is the main character of the book? _____

Where does the story take place? _____

During what time does the story take place? _____

How many pages does the book have? _____ How many chapters? _____

MIDDLE SCHOOL LIBRARY LESSON PLAN # 7-6.1a

National Literacy Standard	**6.1** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation by assessing the quality of the process and products of one's own information seeking.	**Grade** 7
Virginia SOL	**7.1 (E)** (See SOL sheets at the beginning of the grade level for full text.)	**SPANISH**
Hanover Objective	The student will analyze probing questions to seek clarification of ideas and formulate questions to assess the quality of information retrieved.	
Title	"*Hello, Friend/Hola Amigo"*	
Resources and Materials	Worksheets, books on Hispanic cultures, Cite your sources sheet	
Introduction	"Today we are beginning a project on Hispanic cultures. You will work as a group and research various groups of Spanish speaking citizens living in the United States."	
Vocabulary	Online catalog (Spectrum), research strategies	
Activity	1. Discuss research strategies. 2. Go over worksheet assignment. 3.Review Spectrum and practice web searching on computers.	
Closure	Brief summary of activity completed as a review. "Did anyone have problems?"	
Evaluation	Check handouts for accuracy.	

Comments:

Lesson #7-6.1 Worksheet (1 of 3)

FLIP IT WORKSHEET

Spanish Speaking Cultures

RESEARCHER_____

GROUP_____

FORM A SEARCH STRATEGY BY COMBINING KEYWORDS

Keywords:

_____
_____
_____
_____
_____

LOOK UP INFORMATION

Check off as you do it

__ ENCYCLOPEDIA

__ BOOK

__ WEB SITES

INCLUDE CITATIONS FOR YOUR SOURCES

PROOF YOUR WORK

Check off as you do it!

__ Do you have a visual aid?
__ Did you complete the worksheet?
__ Did you cite your sources COMPLETELY? See Citing Sources Sheet

INTELLIGENT THINKING Did you use it?

Lesson #7-6.1 Worksheet (2 of 3)

CITE YOUR SOURCES (Bibliography)

APA FORMAT

Book:

_____. (_____). _____.
Author (Last Name, First Name). (Copyright Date) Title of Book.

_____. _____.
Place of Publication. Publisher.

Encyclopedia article with author:

_____. (_____). _____.
Author (Last Name, First Name). (Copyright date). Title of the article.

In _____. (____,__). _____.
Name of the encyclopedia. (Vol., pp.). Place of Publication:

_____.
Publisher.

Internet or Web Site:

_____. (_____). In _____.
Title of the article. Copyright Enc. Name.

<Online>. Available:_____. (_____).
Web address Today's date.

Internet or Website:

_____. (_____). _____.
Author: Last name first (Date). Title of article.

_____. <Online>. Available:_____.
Title of magazine. Site address.

(_____).
(Today's Date).

Lesson #7-6.1 Worksheet (3 of 3)

Choose one of these groups to use for research purposes.

Cubans Mexicans Puerto Ricans Hispanics/Latinos

1. Name three American cities that have large populations of your chosen group.

2. Language is influenced by culture. Name three American words that are derived from Spanish.

3. Name a holiday important to your group and explain its significance.

4. List 4 Spanish foods that are popular today.

5. Choose four of the following people and give their accomplishments.

Juan Ponce de Leon	Joan Baez
Juniper Serra	Picasso
Simon Bolivar	Hernando de Soto
Cesar Chavez	Pablo Casals
Henry Cisneros	Gloria Estefan
Katherine Davalos Ortega	Nancy Lopez
Geraldo Riveria	Jose Cancesco

Write four research questions, one for each of your chosen people. Do not make a question about when or where the person was born.

MIDDLE SCHOOL LIBRARY LESSON PLAN # 7-7.2a

National Literacy Standard	**7.2** 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 by respecting the principle of equitable access of information.	**Grade** 7
Virginia SOL	**8.1(C/T)**	LIBRARY
Hanover Objective	The student will demonstrate appropriate library behavior and etiquette.	
Title	*"Make Mom Proud"*	
Resources and Materials	Etiquette and behavior sheet PowerPoint program	
Introduction	When we come to the library, we need to know how to use the library correctly and how to display appropriate behavior.	
Vocabulary	Etiquette	
Activity	Place students in a team of two students and have them draw one library behavior slip. The team will create 1 –2 slides in PowerPoint explaining the correct library behavior or policy. The slides will create a presentation that can be shown to all grades and classes.	
Closure	Students will view the completed PowerPoint presentation.	
Evaluation	Evaluate product and its content	

Comments:

Lesson # 7-7.2a worksheet

Book Check out

Book Return

Computer use

Spectrum

The proper way to treat books

Besides books, the library has

The times a student may come to the library

When in the library, I should