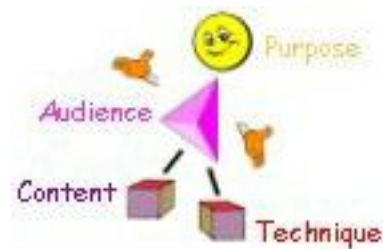


IM-PACT Lesson Planning Guide



Lesson Title: Beyond Cut & Paste : An Introduction to Research Methods and Report Writing for Upper Elementary Students

Creator: Julie Marie Matz -- teacher librarian -- P.S. 160Q

Brief Description: Solid research requires solid research habits. This lesson provides fifth and sixth graders with the organizational framework to begin their research and practical guidelines to follow throughout the process. Topics discussed include: plagiarism, tracking sources, photo credits, research duration.

Information Literacy Skill(s): *Planning* (identifying potential sources, creating a general framework for organizing information found) / *Exploration* (accessing information resources) / *Organization* (summarizing and synthesizing information presented) / *Presentation* (selecting most appropriate format and presenting results) / *Evaluation* (assessing the efficiency of the research process)

Information Literacy Standard(s):

STANDARD 1 – The student who is information literate accesses information efficiently and effectively.

- Students recognize the need for information.
- Students identify a variety of potential sources of information.
- Students develop and use successful strategies for locating and organizing information.

STANDARD 2– The student who is information literate evaluates information critically and competently.

- Students identify inaccurate and misleading information.
- Students select information appropriate to the problem or question at hand.

Related Subject Area(s): Language Arts, Social Studies, Writing

Related Content Standard(s):

Language Arts / Writing Standard 4, Level II: Gathers and uses information for research purposes.

- **Benchmark 7.** Uses strategies to gather and record information for research topics (e.g., uses notes, maps, charts, graphs, tables, and other graphic organizers; paraphrases and summarizes information; gathers direct quotes; provides narrative descriptions) (McRel)

Collaborator(s): Ms. Leigh Ehrlich, Fifth Grade Teacher, P.S.160

Credits: Julie Matz, teacher librarian

Instructional Goals:

- Students will become familiar with the components of the research process.
- Students will demonstrate knowledge of the research process through an assessment mechanism.

Learning Objectives:

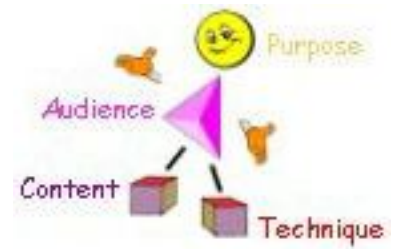
- Working individually, students will participate in a lecture using notes and graphic organizers.
- Students will be able to define “plagiarism”.
- Students will work in teams to retrieve specific information from an internet site.

Motivational Goals:

- Generate interest in understanding the importance of integrity in the research process.
- Promote the value of learning information skills.
- Students will be confident in their research ability.



IM-PACT Lesson Planning Guide



Grade Level(s): Fifth and/or Sixth Graders

Number of Students: 25 to 30

Relevant Characteristics: Elementary school students, from an urban setting, with a variety of reading levels and learning styles.

Motivational Profile (Incoming Motivation Levels):

Attention: *Low* *Medium* *High*

Comments: Students will consider this an average class, though possibly more interesting because the laptops will be used.

Relevance: *Low* *Medium* *High*

Comments: Students should find the class particularly relevant because of its dramatic beginning (the cut & paste demonstration).

Confidence: *Low* *Medium* *High*

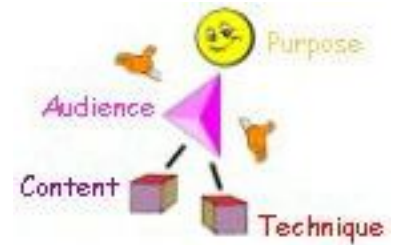
Comments: This is a new topic for most students, so their incoming confidence will be low, but after the introduction, students will transfer some of their technology skills used in other areas (video games) to the research process thus boosting confidence.

Satisfaction Potential: *Low* *Medium* *High*

Comments: Students have a medium to high possibility of satisfaction given the immediate applicability of the skills presented in the lesson.

IM-PACT Lesson Planning Guide

Procedures



Content 



 Technique

(methods, media, materials)

Introduction:

Prior to the lesson, use the internet to create a fake page with text and a photo of your research topic. Insert that page into a encyclopedia, and tab the page with a post-it.

- ⊕ “When researching people, one source you may use is the encyclopedia. In fact, let’s take a look at what the WorldBook has to say about Aretha Franklin.”
- ⊕ Take the volume you prepared off the shelf, find the page you inserted and read a paragraph about Franklin. Comment on how relevant the information is and the suitability of the picture.
- ⊕ Ask a student to hand you a pair of scissors and proceed to cut out the text and the photo. Continue, over any protests, and paste both on a sheet of paper.
- ⊕ With a marker, write ARETHA FRANKLIN on the top, and your name on the bottom.
- ⊕ Hand the paper to your collaborating teacher and ask the class if that is the proper way to produce a report.
- ⊕ Feign surprise when students say you can’t cut anything out of an encyclopedia. Respond, “What are you so upset about, don’t you just cut and paste the information you want from the internet? How is this any different?”
- ⊕ Take a few student responses, and when the opportunity presents itself, show the class that you planted the page, reassuring them that you would never cut a page out of a book.

Body Use chart paper to record their comments

- ⊕ Distribute the *Tips for Organizing Research Projects* page.

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Fake page on Aretha Franklin

Dramatic presentation

Scissors, glue, marker, paper

Tips for Organizing Research Projects page

Open discussion

Body

- ⊕ Begin with #3: Take notes in your own words. Ask a student volunteer to read it out loud. Briefly discuss the importance of *writing in your own voice*.
 - ⊕ Continue with #4: Quotation marks are for just that: QUOTES. Again, ask for a student volunteer to read. Invite students to give examples of where quotes would be appropriate in their papers.
 - ⊕ Next, #5: Captions help your reader know where you got your pictures and diagrams. After a student reads this section, remember to stress that Google is not a source! Briefly discuss the difference between search engines and sources.
 - ⊕ Conclude with #6: Keep researching until you are filled to the brim with information.
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Participatory lecture

Discussion

Conclusion:

- ⊕ Distribute laptops and a copy of the page you created about Aretha Franklin. Instruct students to go to the internet page and find the author of the article used for the paragraph, and the source of the photo.
- ⊕ Refer to #1 and #2 which explain how to keep track of resource sources of all types. Explain that their teacher will go into further detail regarding how to use the "Source Cards".

Laptops

Aretha Franklin page

Source Cards

Learning Assessment Method(s):

- Ongoing teacher observation of individual contributions and group dynamics.
- Take home quiz based on class handout and discussion.
- Evaluation of final research papers to see if research tips were incorporated.



Tips for Organizing Research Projects

1. **Number all your sources.** Until you are in college, and even then, most of the research papers you write will be using facts, figures and opinions you gathered from other sources. It is very important that the readers of your report know where you got your information. By numbering your sources and filling out the "Source Cards" we discussed in class, you will always know which items to put into your bibliography (list of sources at the end of your paper).

Websites and Internet Sources

Address:

http:// _____

Date Accessed: _____

Title of the website: _____

Additional article title: _____

Author: _____

Title: _____

Author: _____

Publisher: _____

Place of Publication: _____

Copyright Date: _____

Magazines and other Publications

Title of the Magazine or Publication :

Date Published: _____

Issue Number: _____

Volume Number: _____

Story or Article Title:

Story or Article Author : _____