

October 2005

## Extra! Extra! Read All About It @your Library! Feature Story

**Section (Subject): Social Studies**

**Norman Public Schools**  
<http://www.norman.k12.ok.us>

**Norman, Oklahoma**

**Beat (Grade Level): 5<sup>th</sup> grade**

### **Literature as a Reference Tool by Christi Hefner Madison Elementary**

**Story (Procedures):** This lesson provides a great overview or review for students on locating sources, gathering, organizing and recording information using Native American studies as a backdrop. Begin by pulling Native American folktales – be sure to have enough available so that every student is able to have their own book. Have extra books available so that no one feels as though they are getting the last book. Display the books around the library classroom library area. To peak student interest, book talk about ten of the titles. Explain to the students that each of the authors had to do research to write or retell the story. Be sure to show students the “Author’s Note” section in several books and alert them to the importance of information written in this section. Tell students that they will be using these books to begin their Native American research.

Be sure to model the procedures and format for the lesson. Begin by dividing the white board into eight different areas including: Resource, Homes, Foods, Plants, Symbols, Animals, Tribe and Region, Other Information. Explain to students that after listening to a Native American story they will be filling out the information on the board. Choose a simple Native American folktale such as, Why Buffalo Roam, by . After reading have students help write bibliographic information under Resource and continue filling in the rest of the columns. Be sure to explain the importance of citing sources and writing a bibliography when doing research. After modeling this entire procedure with the students provide each student with their own 8 x 11 sheet of paper. Have them fold the paper into fourths – writing the above headings in each of the areas. Then provide time for the students to choose a folktale that they would like to use to begin their research. Allow time for students to read their book, reminding them to read the “Author’s Note”. The teacher and you should be available to help with words or questions the students might have. Also allow time for students to begin filling out their paper.

If possible, provide each student with a folder. This completed paper would be a beginning to their Native American research. Before students leave ask – “What was the hardest part of today’s assignment?”, “What was the easiest part of today’s assignment?” and “What are some other sources of information you might use for your research?”.

#### **Headline (Goals):**

##### **The student will:**

**Locate, Gather and Organize Information from Simple Folktales.**

**Write a source citation including author, title, date of publication, city of publication and year of publication.**

**Given seven information categories, students will**

#### **Sidebar (PASS Skills and Information Power Skills):**

##### **AASL standards**

1. Access information efficiently and effectively.  
Indicator 1. Recognizes the need for information

<p><b>be able to locate information in at least five of the given categories.</b>  <b>Organize their information using a graphic organizer.</b></p>	<p>Indicator 4. Identifies potential sources of information.</p> <p>2. Evaluates information critically and competently.  Indicator 1. determines accuracy, relevance, and comprehensiveness.  Indicator 4. Selects information appropriate to the problem or question at hand.</p> <p>3. Uses information efficiently and creatively.  Indicator 1. Organizes information for practical application.  Indicator 4. Produces and communicates information and ideas in appropriate formats.</p> <p>5. Appreciates literature and other creative expressions of information.  Indicator 2. Derives meaning from information presented creatively in a variety of formats.</p>
<p><b>Survey (Evaluation):</b>  Students' papers should reflect information gathered in at least six of the eight areas. Observe students as they read and work through recording information on to their graphic organizer.</p>	