

October 2005

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

**Section (Subject):**Research  
**Beat (Grade Level):** 10th

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

Norman, Oklahoma

**Body Found in Library** by Sally Rice  
Norman High School

### **Story (Procedures):**

Beware of the yellow taped section in the northeast corner of the library! A crime occurred and a body was found. To capitalize on the popularity of the CSI television series and the interest in forensic science, the 10<sup>th</sup> grade biology teachers decided to incorporate a forensics unit. To support this unit and the student's interests, the 10<sup>th</sup> grade English teachers developed a research project focusing on a famous crime or murder case. Early in the planning stages, the librarian met with the Biology teachers and the English teachers. New materials were ordered to support both curriculums. English classes came to the library to select a true crime book and later spent several days in the library researching their case. During the forensic unit, the biology teachers constructed a "crime scene" in the corner of the library and each class came to the library to study the scene, collect evidence and then go back to their classroom to analyze it.

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**Headline (Goals):**  
**The students will:**

**Select and read a true crime book about a famous murder case or crime.**

**Demonstrate use of an online database to obtain information about crimes, criminals and victims.**

**Organize information from a variety of resource materials.**

**Determines the validity and reliability of primary and secondary source information.**

**Choose quotes from the criminal, victim and judicial authorities and provide parenthetical documentation.**

**Create a research paper that will include a cover sheet, outline, paper, and bibliography/works cited.**

**Analyze forensic evidence.**

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

**Language Arts PASS skills:**

**The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**Standard 4: The student will conduct research and organize information.**

**The student will express ideas effectively in written modes for a variety of purposes and audiences.**

**Standard 1: The student will use the writing process to write coherently.**

**Standard 3: The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing.**

**Biology PASS skills:**

**Process Standard 1: Observe and measure**

**Process Standard 2: Classify**

**Process Standard 4: Interpret and Communicate**

**Process Standard 6: Inquiry**

**Information Literacy Standards**

**Standard 1: The student who is information literate access information efficiently and effectively.**

**Survey (Evaluation):**The teacher and librarian have developed a rubric that will include evaluating the following: Cover sheet, outline, organization, parenthetical documentation, validity of sources used, mechanics, bibliography/works cited. Although the Biology teachers will do their own evaluation of the forensics unit, the librarian will sit in on at least one class to hear the discussion and determine if the resources were adequate and useful.

**Indicator 1:** Recognizes the need for information.

**Indicator 2:** Recognizes that accurate and comprehensive information is the basis for intelligent decision making.

**Indicator 3:** Formulate questions based on information needs

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**Indicator 4:** Identifies a variety of potential sources of information.