**Daily Lesson Plan Template**

**Grade Level:**  English 9 Honors **Placement in Unit:** Day 2

**Estimated Time:** 90 minutes

**AASL Standards:**

1.1.2- Use prior and background knowledge as context for new learning

1.1.3- Develop a range of questions to frame the search for new understanding

1.1.4- Find, evaluate, and select appropriate sources to answer questions

2.1.2- Organize knowledge so that it is useful

3.1.6- Use information and technology ethically and responsibly

**Content Standard(s):**

Howard County English 9 Curriculum:

1b. Identify information needed in order to complete the task; i.e., to solve the information

 problem

* Ask essential questions

 2. Use Effective Information Seeking Strategies

 2.a- Determine the range of possible sources

Common Core English Standards 9-10 Band:

 Gather relevant information from multiple authoritative print and digital sources

NETS-S

 Technology Operations and Concepts

 b. select and use applications effectively and productively.

**Provisions for Differentiation and Learning Styles:**

**~**Logical/Mathematical- students must arrange index cards in order; students follow step by step

 directions in order to complete task

**~**Visual/Spatial- icons on worksheets assist students to navigate the databases

**~**Interpersonal- students work in groups for Engagement Activity; students discuss main activity in

 pairs, then as a class

**~**Intrapersonal- students complete main activity alone; students reflect on what they took away

 from lesson via exit ticket

**Instructional Plan:**

**Engagement/Motivation (interest hook):**

**~**Students will come into the media center and sit at tables in groups that

 were assigned by the teacher. Each table will receive 8 index cards. The

 index cards contain steps to make onion dip. The cards are not in order.

 **~**Students will be asked to put the index cards in the appropriate order

AASL 1.3.4- *Responsibility*- Contribute to the exchange of ideas within the learning community

 that one would follow to make the dish.

**~**When groups finish, they will raise their hands so the teacher or librarian

 may check their answers.

**~**After all groups have completed the activity, ask the students: Why is it

 important to have order, or follow a certain path when cooking? (take a

 few responses) When you do research, why is it important to know the

 certain steps to use when trying to find and use sources? (take a few

 responses). Today you will follow the steps needed to learn how to

 navigate your way through the school’s databases.

**Pre-Assessment of Prior Knowledge:**

**~**Have the school library’s Reference Page displayed on the LCD. This includes

AASL 1.1.2- Use prior and background knowledge as context for new learning

 a list of the databases, as well as the icons for each.

**~**Teacher will distribute a half sheet of paper to students. Students will take a

 moment to answer questions about the databases.\*See worksheet below\*

**~**Librarian takes student responses to review information on worksheet.

**~**Teacher collects student papers while librarian instructs students to walk into

 the media lab and log on to a computer. The media lab is a few steps away

 from the tables.

**Direct Instruction:**

AASL 1.1.4- Find, evaluate, and select appropriate sources to answer questions

**~**When all students are logged on, explain to them that they will be

 completing an activity with the databases called a Pathfinder. \*See

 worksheet below\*

**~**Pass out a worksheet to every student. Review the directions/types of

 questions on the worksheet and ask if anyone needs clarification.

**~**Students will have 30 minutes to complete the worksheet, then an

 additional 5 minutes to discuss certain responses with the person next to

 them.

**Modeling/Guided Practice:**

**~**Briefly show students how to navigate to RHS Reference Page so they may

 begin the worksheet.

**Independent Practice:**

**~**Students complete worksheet. Librarian and teacher walk around lab to

 monitor student work, answer questions, and assess ease of database use.

AASL 1.4.2- *Self Assessment Strategy*-Use interaction with and feedback from teachers and peers to guide own inquiry process

**Sharing and Reflecting/Student Self-Questioning:**

**~**Librarian announces that it is now time to partner up and discuss questions

 5, 6, 7, and 9, as well as the very last question on the worksheet. These

 questions are listed up on the overhead. Students discuss answers.

**~**Come together as a class and take student volunteers for the questions. The

 teacher will collect worksheets.

**Transition into Activity 2:**

**~**As teacher collects worksheets, librarian announces that for the last part of

 class, students will be working with Inspiration, a program they have used

 once before.

**Modeling/Guided Practice:**

**~**Via the LCD, librarian opens Inspiration to form a new web.

**~**Librarian explains that as a class we are going to create a question web for

 the controversial issue of Holocaust denial. Librarian states that the questions

 we list can help to guide our research.

AASL 1.2.1- *Dispositions in Action*- Display initiative & engagement by posing questions and investigating the answers beyond the collection of superficial facts

**~**Librarian creates topic bubble and then asks the class to give some questions

 that we would want to discover when we carry out our research. Librarian

 and teacher work to take student questions while librarian types them onto

 web. Teacher guides students to vary question type, leading them to ones

 that require deeper level thinking (How?, Why?).

**Direct Instruction:**

**~**After congratulating students on a job well done, librarian explains that they

AASL 2.1.2- Organize knowledge so that it is useful

 will now create an Inspiration question web for their own controversial issue.

**~**This will serve as a brainstorm to help guide their future research.

**Independent Practice:**

AASL 1.1.3- Develop a range of questions to frame the search for new understanding

**~**Students work on their own Inspiration webs. Teacher and librarian look over

 each student’s web to see that a variety of questions are being created.

**~**Teacher and librarian will also help students create questions.

**~**Students will work and save their webs.

**Closing:**

AASL 2.4.3- *Self Assessment Strategy-* Recognize new knowledge and understanding

**~**While students work on Inspiration, original half sheet from Prior Knowledge

 Activity is redistributed. Students will answer questions on the back of the

 sheet. This will serve as an exit ticket for the day.

**Assessment:**

**~**Teacher will collect Pathfinder worksheet so librarian and teacher may view

AASL 4.4.2- *Self Assessment Strategy-* Recognize limits of own personal knowledge

 individual student answers.

**~**Throughout lesson, teacher and librarian were noting students who

 seemed to have difficulty navigating through the databases. These names

 were written down so we may keep an eye on these students in upcoming

 lessons.

**~**Prior Knowledge/Exit Ticket half paper

**Product:**

**~**Pathfinder Worksheet

**~**Inspiration Question Webs

**PRIOR KNOWLEDGE & EXIT TICKET HALF SHEET:**

Questions for the front:

Look at the databases on the LCD.

1. Have you used any of these before?

 If so, which ones? What classes did you use the databases for?

2. Have you ever seen or heard of any of these databases before?

 If so, which ones? Where have you seen or heard of them?

3. Do you know how to get onto the databases if you are at home?

Questions for the back (Exit Ticket):

1. Do you feel that you were successful when navigating the databases? Why or why not?

2. What could we do to better help you understand how to use the databases?

3. Are there any questions that you have regarding the databases? If so, write them below.

4. Do you feel that you generated some questions on Inspiration that will help to guide your

 research? Why or why not?

**Name:**

****

**The Holocaust Pathfinder**

**Topic Overview/Curricular Connection:**

Congratulations on finishing the book *Night* by Elie Wiesel. It is a very powerful book that contains a strong message. Yesterday your teacher informed you that you will be researching controversial issues for your upcoming research unit. Believe it or not, the existence of the Holocaust is controversial throughout the world. Today you will practice using the databases by focusing on this issue.

Below you will find two databases to utilize during your research. Please make sure you complete the given task for each step. Good luck!

**Online Databases:**

Although the school offers many databases, the following will be most helpful to you during your controversial issues research project. The databases are located at:

 <http://sites.google.com/site/rehsmedia/use-online-databases-and-reference-sources>

For most of the databases if you log on at school, you do not need any usernames or passwords. If you need to access the databases from home, all information can be found on page 3 of your Agenda Book.

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Please access and log on to the SIRS database.

Find the icon: and click on *More Issues*.

 Use the index to locate *Holocaust Denial*.

1. Examine the page to answer the following questions: What do the following symbols mean?





2. Locate the Essential Question. Write it down below:



3. Below, please give the title of one article that supports the YES column.

4. Below, please give the title of one article that supports the NO column.

5. How does putting this issue in the form of a question help to organize the sources?

**Examine the layout of the entire page:**

 6. How is the page set up to help you, the researcher?

 7. What do you think is the best feature on this page to help you find the needed

 information?

**Click on any of the articles from the page.**

 8. Explore the page and locate the MLA Citation. Please write the citation below:

 9. When you read and take notes on a source, why is it important to write down the citation?

You can now exit out of SIRS. Go back to the RHS Reference Page.



Click on the Opposing Viewpoints Database.

Look at the upper right hand corner and find the search box. Type in *Holocaust Denial* and hit *Search*.

1. There are 6 categories for source types on this page. Write down the 6 below:

1. 2.

3. 4.

5. 6.



2. Now, click on the *Issues* tab at the top of the page. Scroll down to find the issue that you

 chose for your controversial issues research paper.

Write down your controversial issue here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Click on your issue to bring up the new page.**

3. The top of your page offers an introduction to your topic. Below you will find the links to

 many articles and other sources. Read through the introduction of your topic.

 After reading your introduction, record 3 facts or pieces of information that you will

 further research in order to incorporate them into your research paper.

 Fact 1-

 Fact 2-

 Fact 3-

4. Locate the MLA Citation for your introduction. Write the citation below:

5. Think back to the SIRS database and compare it to this one. From what you saw today, do

 you prefer one over the other? Why?

Please make sure that this worksheet is collected by your teacher or librarian.

You are all set to use the features of these two databases for your controversial issues research paper. Nice job!

**Daily Lesson Plan Template**

**Grade Level:**  English 9 Honors **Placement in Unit:** Day 3

**Estimated Time:** 90 minutes

**AASL Standard(s):**

1.1.2- Use prior and background knowledge as context for new learning

1.1.5- Evaluate information found in selected sources on the basis of accuracy, validity,

 appropriateness for needs importance, and social and cultural context

1.1.7- Make sense of information gathered from diverse sources by identifying

 misconceptions…conflicting information, and point of view or bias

2.1.2- Organize knowledge so that it is useful

2.1.5- Collaborate with others to exchange ideas, develop new understandings, make decisions,

 and solve problems

3.1.6- Use information and technology ethically and responsibly

**Content Standard(s):**

Howard County English 9 Curriculum:

3.a Locate sources

* Identify sources appropriate to the topic
	+ Know how to seek smart on the Internet using Boolean operatives

 3b Evaluate sources for credibility

* + *Assess the accuracy, honesty, and reliability of the information (e.g., the author’s credentials, the URL extension, the webmaster’s contact information*)

4c. Use Information-Document sources of information

Common Core English Standards 9-10 Band:

 Uses advanced searches effectively; assesses the usefulness of each source in answering the

 research question.

NETS-S

 Research and Information Literacy

 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a

 variety of sources and media

 Digital Citizenship

 5a. advocate and practice safe, legal, and responsible use of information and technology

**Provisions for Differentiation and Learning Styles:**

**~**Logical/Mathematical- students assign numerical value to specific traits on Source Credibility WS

**~**Visual/Spatial- students physically see how Boolean Terms work by students standing and sitting

**~**Interpersonal- students work in pairs for Source Credibility WS; students discuss main activities as

 a class

**~**Intrapersonal- students complete NoodleBib Express activity alone; students complete their

 own slip on how Boolean Terms can be used in their own research

**Instructional Plan:**

**Engagement/Motivation (interest hook):**

**~**Upon entering media center students will receive a slip of paper with a

 number on it and sit down at tables. The assigned numbers will be used

 later on in the lesson.

AASL 1.3.4-*Responsibility*- Contribute to the exchange of ideas within the learning community

**~**In their groups by table, students will play Fact or Fiction? \*See below\*

**~** In teams students will answer questions presented in Power Point via

 the LCD.

**~**Librarian and teacher alternate questions.

AASL 3.3.1 - *Dispositions in Action*- Solicit and respect diverse perspectives while…collaborating with others and participating as a member of the community

**~**After all questions have been answered, determine which team had

 the most correct responses. These students will receive Gator Greens.

 [Gator Green = school wide incentive program, like a raffle ticket for

 students to receive prizes or spirit wear]

**~**Librarian asks the students: Why is it important to know if the

AASL 2.3.1-*Responsibility*- Connect understanding to the real world

 information you find and use in your paper is true? (take a few

 responses) What might happen if you use false information in

 your paper? (take a few responses).

**Pre-Assessment of Prior Knowledge:**

**~** Does anyone know how you can ensure that your information is accurate

AASL 1.1.2- Use prior and background knowledge as context for new learning

 and credible? (see if there are any answers) One thing you will learn about

 today is source credibility so you can be certain that the information you

 include in your paper is legitimate.

**~**Yesterday you recorded MLA citations on your Pathfinder worksheet.

 Can someone remind us why it is important to record citations when

 we research?

**Direct Instruction:**

**~**You each received a number when you came in to the media center.

AASL 2.1.5- Collaborate with others to exchange ideas, develop new understandings, make decisions,

and solve problems

 before we move into the lab, you will have 1 minute to find the person

 who shares that number. You will be working together on our first

 activity. (Give students a minute to find their partner.)

**~**Students, teacher, and librarian head into lab. Students sit with their

AASL 3.2.3 - *Dispositions in Action*- Demonstrate teamwork by working productively with others

 partners and log on to computers.

**~**Teacher and librarian pass out one worksheet to each pair of students.

**~**Librarian reviews instructions and questions before students begin.

**Independent Practice:**

AASL 1.1.5- Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs importance, and social and cultural context

**~**Students work together to evaluate websites and fill out the given

 worksheet. \*See below\*

**~**Students have approximately 35 minutes to complete this task.

**~**Websites used: <http://zapatopi.net/treeoctopus/>

 <http://www.dhmo.org/>

AASL 1.1.7- Make sense of information gathered from diverse sources by identifying misconceptions… conflicting information, and point of view or bias

 <http://www.rythospital.com/2011/>

**Sharing and Reflecting/Student Self-Questioning:**

**~**Students share thoughts/answers in pairs while completing the

 worksheet.

AASL 1.4.3-*Self Assessment Strategy*- Monitor gathered information and assess for gaps or weaknesses

**~**As all students finish, librarian projects all websites on the LCD.

**~**Class discussion to review answers on worksheet. Students give their

 credibility rating for the websites. Librarian reveals that the

 websites are fake and discusses implications of source credibility

 when conducting research.

**~**Teacher collects worksheets.

**Transition into Next Activity:**

**~**Remind the class that credibility in the research process is also given

 through the use of citations and the works cited page.

**Direct Instruction:**

AASL 3.3.7- *Responsibility*- Respect the principles of intellectual freedom

**~**Librarian pulls up [NoodleBib Express](http://www.noodletools.com/login.php) via the LCD.

**~**Librarian walks students through the different source types as well as how

 to create an MLA citation.

**~**Librarian informs students that they will have to use NoodleBib to create 5

 citations. As academic honesty is extremely important, it is crucial that they

 take the time to learn how to cite correctly.

**~**Tell students that this will be collected for a grade. Teacher hands out the

 Citation Worksheet while librarian passes out the rubric. Teacher reviews

 the rubric with the class so each student knows the task expectations.

AASL 3.1.6- Use information and technology ethically and responsibly

**Independent Practice:**

**~**Students have 15 minutes to use NoodleBib Express to complete the

 worksheet. \*See below\*

**Transition into Next Activity:**

**~**Librarian says: You guys have done a wonderful job today learning how

 to make sure that the information in your papers is accurate and

 credible.

**~**Librarian says: We have one more thing to do, and it will get you all up and

 out of your seats.

**Direct Instruction:**

**~**Librarian says: We have practiced using the databases & you know the

 importance of source credibility. Before you know it you will be

 searching for sources.

**~**Librarian says:We are going to do a practice in a few moments using Boolean

 Terms. Raise your hand if you have heard of Boolean Terms before. (If

 anyone does ask: Can you tell me what Boolean Terms are or what they do?)

**~**Librarian says: Boolean Terms help you to narrow the number of sources

 when you search online. It ensures that you are finding the very best sources

 for your topic. Okay, everyone wearing an article of clothing stand up!

**~**Librarian says: Glad to see we’re all appropriate for school.

**~**Librarian will give the following commands using Boolean Terms. The point is

 for students to see how the results fluctuate based on the term used.

 Now, remain standing if you wearing jeans AND a shirt.

AASL 1.2.5-*Dispositions in Action*- Demonstrate adaptability by

changing the inquiry focus,

questions, resources, or strategies when necessary to achieve success

 Stand up if you have brown hair OR are wearing jeans.

 Stand up if you are wearing jeans AND a shirt, but NOT a hoodie.

 Stand up if you are taking Algebra 1 AND Earth Science.

 Stand up if you are taking English 9 Honors AND a math class, but

 are NOT taking a World Language class.

 Stand up if you are taking US History OR Biology.

**~**As students were sitting/standing, the teacher was typing the number of

 students per command. Upon finishing the activity all commands and

 number of students are now projected on the LCD.

**Sharing and Reflecting/Student Self-Questioning:**

**~**Using the data on the LCD, engage students in a discussion about how

 the Boolean Terms worked in the exercise. Expand this discussion to how

 they function when doing research.

**Closing:**

**~**Teacher will hand out a strip of blank computer paper to each student.

~Librarian asks students to write out 3 possible ways to use Boolean Terms

AASL 2.4.1- *Self Assessment Strategy*- Determine how to act on information (accept, reject, modify)

 for their controversial issues research topic.

~Slips will be collected and viewed by librarian to ensure each student has

 at least 2 searches that will help him/her to find excellent resources

**Assessment:**

**~**Source Credibility worksheets are collected for participation points.

**~**Citation WS graded with rubric

**~**Boolean terms slip

**Product:**

**~**Source Credibility WS

**~**Citation Worksheet

**FACT OR FICTION**

Questions would be projected on Powerpoint and given in a game show style. Students will answer these in groups.

1. If you find a defective state quarter, you could get a large prize from the U.S. mint. [Fact]

2. If you swallow chewing gum, it doesn't pass through the digestive system for seven years.

 [Fiction]

3. Dalmatians are born without black spots. [Fact]

4. Chewing gum while peeling onions will keep you from crying. [Fact]

5. A 1997 episode of "Pokémon" triggered epileptic seizures in over 600 children. [Fiction]

6. A pen with a finely-crafted white star was created for Hitler, by a Jewish person, so that he

 would always carry the Star of David. [Fiction]

7. No two zebras have the same pattern of stripes. [Fact]

8. Mothers day is the largest card sending holiday. [Fiction]

9. A human head remains conscious for about 15 - 20 seconds after it has been decapitated.[Fact]

10. Cockroaches can live for more than one week without head. [Fact]

Name: \_\_\_\_\_\_\_\_\_

Evaluating Web Sites – Who C.A.R.E.S?

The Internet is a very powerful tool for research, but it must be used wisely because it is like a huge party with no bouncers at the door—anyone can come inside without meeting a standard. Before we rely on any source for information, we must evaluate it.

**S**upport

for resource

**E**ase of access &

use of resource

**R**elevance

of information

**A**ccuracy

of information

**C**urrency

of information

Who is

responsible

for the source

and gives it

authority?

Is the Web site easy

to navigate? Do all

the links work?

Is the material

closely-related

to your topic of

study?

Can you confirm

the information

elsewhere? How

do you know the

information is

correct?

How recent is

the

information?

When was the

source updated?

DIRECTIONS: Answer the lettered questions in each section. Then, check the number

from 0-4 (4 being best) on the section line that shows how well you think that site passed the tests.

When you are finished, you will add up your ratings to decide if this is a source you should

use.

 **How Current is the information?**

1. Currency of Information 4 3 2 1 0

First, you need to make a decision: Consider how quickly or how often information on your

topic changes. How important is currency to your topic? For example, currency is more

important to a medical science topic than to an historical topic like The Great Depression.

a) How current (write a year) do you think your information should be?

Look at the top and bottom of your page or the main page of the site.

b) Is there a date given when the information was posted or updated? Yes No

c) If yes, is the date reasonably recent? Yes No N/A

d) If yes, is the date easy to find? Yes No N/A

e) If there isn’t a date, can you tell if the information appears to be recent? Yes No N/A

Rate your site a 4, 3, 2, 1, or 0 based on your analysis. \_\_\_\_\_\_

**How Accurate is the information?**

2. Truth of Information 4 3 2 1 0

Does the author give credit to any resources? Yes No N/A

a) If sources are listed, can you find one that you know you can trust? Yes No

If yes, how do you know you it is trustworthy?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) If there are no resources listed, can you confirm a main piece of

the information elsewhere? Yes No

Rate your site a 4, 3, 2, 1, or 0 based on your analysis. \_\_\_\_\_\_

**How Relevant and purposeful is the information?**

3. Relationship of Topic and Information 4 3 2 1 0

Decide how well the information matches your topic.

a) Is this information you have not found elsewhere? Yes No

b) Does the information apply to your topic to be useful? Yes No

c) Think about the purpose of the site. Is the creator trying to: (Check all that apply.)

 \_\_\_ Inform about a topic

 \_\_\_ Provide news/current events

 \_\_\_ Sell a product

 \_\_\_ Persuade to a certain opinion/view

 \_\_\_ Entertain

 \_\_\_ Raise awareness of an issue

e) Does the purpose of the site indicate a bias of any kind? Yes No

How does this affect how you will use the information?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rate your site a 4, 3, 2, 1, or 0 based on your analysis. \_\_\_\_\_\_

**How Easy is the information to find and use?**

4. Accessibility 4 3 2 1 0

a) Does it have? (Check all that apply)

 \_\_\_ a search feature

 \_\_\_ a table of contents/menu

 \_\_\_ links within the paragraphs

 \_\_\_ printable options

b) Can you find what you need quickly? Yes No

c) Is it easy to navigate from the page to its links? Yes No

d) Do all of the links work? Yes No

Rate your site a 4, 3, 2, 1, or 0 based on your analysis. \_\_\_\_\_\_

**Who Supports this site and its information?**

5. Responsibility 4 3 2 1 0

Is it clear who is responsible for this site (the author)? Yes No

To find the author, do the following:

. Try scrolling to the bottom and looking for the words “author” or “Webmaster”.

. Look for an “About Us” or a “Contact Us” button.

a) Next, does the author have any credentials that would make them an

 authority on your topic? Yes No

b) Finally, who is the sponsoring organization? What is the name? (For example, the United

States Holocaust Memorial Museum or Brandeis University or National Geographic, etc)

The perfect site has an author listed with clear credentials and the support of a credible

organization. Does your website make the cut? Yes No

Rate your site a 4, 3, 2, 1, or 0 based on your analysis. \_\_\_\_\_

 Add your scores for each category and put your total here: /20

16-20: Definitely use this site!

10-15: Use this site but not as your main source. Look for better sources

 to use with this one.

0-9: You probably shouldn’t use this site. Look for better sources.

\*WS taken and adapted from Kelli Powling, Reservoir High School\*

**NoodleBib Express Independent Student Activity:**

Below you will find information for 5 different sources. Use NoodleBib Express to correctly generate an MLA Citation. Write the MLA Citation on the lines provided. If I have not given you a part of the source information, it is omitted from the citation. Source information is not in the order it should appear in the citation!

1. Database-

Author: Peter Parker Date Updated: October 28 2002 Title: “Top Ten Things About Being a Superhero” Website: www.spiderman.com Publication: *Spiderman Facts* Date Accessed: November 12 2003

CITATION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Book-

Date of Publication: 2007 Title: *World Book Encyclopedia*

City of Publication: San Diego Publisher: Gotham Books

CITATION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. Website

Title of Webpage: *Museum of World War I* Date Created: 15 June 1997 Title of page: “World War I Heroes” Website Link: [www.museumofworldwartwo.com](http://www.museumofworldwartwo.com) Date Accessed: 25 March 2002

CITATION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. Book:

Title: A Midsummer Night’s Dream Publication City: New York Publication Date: 2001

Author: William Shakespeare Publisher: Bantom Press

CITATION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. Website:

Sponsoring Organization: United States Holocaust Memorial Museum Website Link: [www.ushmm.org](http://www.ushmm.org) Title of Article: “Gypsies in the Holocaust.” Title of Webpage: United States Holocaust Memorial Museum

 Date Updated: April 11, 2010 Date Accessed: May 14, 2011

CITATION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Rubric for NoodleBib Express Activity:**

Below is the rubric that will be used to grade your citations. Please examine the rubric to ensure that you meet all standards.

 **Excellent Developing Unsatisfactory**

**Aspects**

**Assessed: 5 pts. 3.5 pts. 2 pts.**

**COMPLETION ~**All 5 citations ~3 or more ~2 or less citations

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**ACCURACY ~**1 or less errors ~2-3 errors per ~4 or more errors

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**CONTENT ~**All given source ~1-3 pieces ~4 or more pieces

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**TOTAL: /15**

**Comments from teacher or librarian:**

**The following Worksheet on Boolean Terms will be placed on the Hand Out drive for students to access/use throughout their research unit.**

BOOLEAN OPERATORS:

The following Boolean Operators are very helpful when doing research online and through the databases. \*Note you have to use all caps when typing the terms.

They truly help to limit your search results so you get only the best information for your topic!

Use the word AND:

* A searcher can specify that terms must appear in the items retrieved by using the AND operator.
* Using the operator AND between keywords will limit the results of a search because all the keywords have to be present in order for an item to be retrieved.

Example: Persecution AND Jews will yield all articles on both issues

Use the word OR:

* Using the OR operator results in either or both of your search terms appearing in your results.
* Using the OR operator will result in a larger number of retrieved items and therefore expands the search.

 Example: Persecution OR Prejudice AND Jews will yield articles using both phrases

Use the word NOT:

* The NOT operator forbids the word after it from appearing in the items resulting from your search.
* NOT thus narrows or limits a search by excluding the keyword immediately following it.

 Example: Persecution AND Jews NOT Holocaust will yield articles about Jewish persecution

 but not those dealing with the Holocaust.