

INTEGRATED LIBRARY INSTRUCTION LESSON

Lesson Template:

Grade Level, Collaborative Content Area	English 11 N. Bogan/Mrs. Brunner April 8, 2022 11:25-11:50 (25 min)
Content Objective	Research SOL: 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. a) Use technology as a tool to research, organize, evaluate, and communicate information.
AASL Competency	IV. Curate, A. 2: Identifying possible sources of information.
Library Objective	The students will access library databases online.
Link to Background Knowledge	Because these students have not had a library orientation for at least two years, it was important to Mrs. Brunner to have her students learn how to access the library databases from their own computers. The students have learned how to do an internet search for information, the need for evaluating potential sources and how to use the CRAAP method to do so, and how to credit visuals, but many have not been instructed how to access the library resources.
Hook or Introduction	Ask students, "Where do you go when you need information? Google is excellent, but you have to evaluate all of the information that you get through Google. Today, I'm going to show you how to access your school library's resources because they cut the CRAAP. (5 min)
Engagement in Learning (This should be enough detail so someone reading the plan could teach the lesson)	<p>Activity 1: <i>Whole Group Instruction</i> (10 min) Google Slides presentation showing students how to access library databases and videos.</p> <p>Activity 2: <i>Guided Practice</i> (10 min) Students will log in to library databases and search for sources about the Great Chicago Fire.</p> <p>Closure: Remind students of the benefits of accessing library databases and the use for it in other classes also.</p> <p>Differentiation is met by allowing ELL students to use the Spanish language version of databases available, and by allowing students to use</p>

	<p>a variety of sources. One database offers videos and all are also close captioned.</p>
Assessment & Reflection	<p>I will know if students met the objective if they successfully access the databases and find sources about the Great Chicago Fire during guided practice. Because students are not submitting any work for this, Mrs. Brunner and I will need to walk around the room and monitor student progress. We will also need to call on students to share their sources and progress.</p> <p>What might I consider changing? I would like this lesson to be more structured. I think having a hyperdoc with activities that require students to find specific sources would be more effective.</p> <p>Reflection: Due to limited time, I wanted students to learn how to access the databases available to them. That was mostly successful, and students were surprised to learn that they did not have to be in the library to access resources. They were also genuinely glad to not have to evaluate information, but the sheer amount of information and resources seemed overwhelming. I think that the video collection was most useful, and many students were genuinely excited about that. Most of the databases available through the library are rooted in persuasion and controversial issues, so many will not apply to our topics, which are connected to the context and times of The Devil in the White City. However, the video sources are rich, and the students were pleased that they could use a video as a source.</p>
Materials/Resources	<p>For this lesson, I will need a Google Slides presentation that is uploaded into Canvas.</p>