

Lesson Plan for Fifth Grade Information Literacy

Lesson Three – Evaluating Resources & Writing Bibliographies

1. Materials:

- ◆ Research Rules worksheets
- ◆ Bibliographic information worksheets & example sheets
- ◆ miscellaneous “horse” search results for “human web robot” to find & a small box for those items
- ◆ bibliographic information card sets (to match examples in worksheets) for 9 resources; 8 card sets should be on regular index cards, the 9th, for a book with one author, should be on large paper; each card should have a different piece of bibliographic information on it, such as an author’s name, a title, etc. The cards will need to be labeled to indicate what type of resource the information is from.
- ◆ tape

2. Technical prep:

- ◆ TV to display computer monitor output in the area of the tables
- ◆ projector to display computer monitor output in lab area
- ◆ computers for both areas with internet connection
- ◆ do Google search using comp in table area for “horses feed care live” & shrink IE window until needed for instruction

3. Ask teachers:

- ◆ to advise students that upon entering the library they are to sit down at the tables.
- ◆ to have the students paired up again
- ◆ if they would be the “teacher computer” team, doing the searches on the teacher station along with the students so that the librarians can be free to move around the lab

Instruction Period: total time – 80 minutes

➤ Is THIS What You Asked For? 15-20 minutes

1. Research Rules: Effective Search Process

- a. Hand out the Research Rules worksheets
- b. Introduce idea of web-crawlers, robots, and how they gather info for search engine database, which then returns info when you enter a search.
- c. Have human “web crawler” (teacher or other adult) conduct two searches – one for “horses” and the second using a refined search “horses feed care live.” In the first case, a box full of all kinds of “horsey” stuff will be brought. Note how inefficient this is – the stuff has to be sorted and may have nothing to do with horses. In the second case, the information returned is much more useful. First point of

conducting research: know why you are doing the research & what you need to find out (1, 2 & 3 of research rules).

- d. Talk about how you refine your search by using terms (often from things you already know about the subject) [#4 & #5 of RR]
 - e. Go over #7 & #8 – note that these are very common requirements when writing for school – and that one of the most important parts of doing good research is pacing yourself to allow plenty of time for research, reading, and refining!
2. Evaluating Resources
- a. You've done your best to refine your search, and you have some things that look pretty good. But are they? How can you tell?
 - i. Two things to consider:
 1. is the information reliable
 2. is it really the information you need?
 - ii. Reliability
 1. use trustworthy resources, like the databases
 2. if using a website, look at these things
 - a. URL – is it a .com? .net? .org? .edu? Is it at Geocities?
 - b. Is the site trying to sell you something?
 - c. Does the site or page tell you who wrote it?
 - d. Is there a date on the page saying when it was written?
 - e. Does the information on the site fit with information you found from other resources?
 - iii. Usefulness
 1. does the resource tell you what (or part of what) you need to know? [look at “Before the Wells Run Dry” results for “horses feed care live”]
 2. can you understand what it is saying?
 3. is it a type of resource you can use?

➤ **The Bibliographic Fairy: A Lie Grows Until it is as Plain as the Nose on Your Face 5-10 minutes**

1. Ask students how they feel when somebody takes something that doesn't belong to them.
2. Extend that thought to ideas
3. Discuss why it is important to do a bibliography and to indicate whenever you quote somebody or use their ideas in your own work.

➤ **Writing a Bibliography**

1. Putting the pieces together: **15-20 minutes**
 - a. Explain the bibliographic information cards, using the “book with one author” as an example
 - b. Put one set of bibliographic information cards on each table
 - c. Have the students at each table work together to try to put the cards in the right order, using their example sheets. Check each group’s work, and when a group has theirs right, have them tape the cards together in the correct order. When each set is complete, have the groups present their work.
2. Finding the bibliographic information: **20 minutes**
 - a. Ask the students where they find bibliographic information for a book, a reference work, a periodical article, and a newspaper in print. Show examples and have students complete worksheet for a book with one author.
 - b. Have students go to the computers and go to Kids InfoBits
 - i. do a search for “ponies”
 - ii. save (“put in backpack”) the article on “pony” from the encyclopedia, the article from *Boy’s Quest* on the wild ponies, and article from Orange County Register (newspaper)
 - iii. mention the images and note that you need to give credit for those, too
 - iv. go to “My Backpack”
 - v. work through filling in the bibliographic worksheet for the newspaper article, using the information given in “my Backpack”
 - vi. have students complete worksheet for other saved references
 - vii. close browser
 - c. Have students open Word (or text editor) &, using the completed worksheet and the samples, have students write a short bibliography