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Learning Activities to Enable Students to Master Content Area Skills

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LEARNING ACTIVITIES TO ENABLE STUDENTS
TO MASTER CONTENT AREA SKILLS

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Roberta Carol Batey
September, 1980

LEARNING ACTIVITIES TO ENABLE STUDENTS
TO MASTER CONTENT AREA SKILLS

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The need for teaching locational skills to junior high students was examined. A syllabus was developed to aid content area teachers in presenting locational skills to their students. The specific areas covered were use of the text as a tool, efficient use of common reference materials, efficient use of locational indexes, and an awareness of library arrangement and the Dewey Decimal System. The syllabus includes thirty-three teaching activities, an answer key, and notes to the teacher.

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Bobbie Batey

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Chapter 1

RATIONALE FOR THE PROJECT

The Problem

Students at the junior high level are often presumed to have reading skills and abilities that in fact they do not possess. Assignments given by content area teachers require that students be proficient in use of text and reference materials if they are to succeed. These teachers take for granted that an ability to read printed matter indicates competence with and understanding of text organization and an ability to locate information efficiently. Herber (7:vii) termed this "assumptive" teaching which he characterized in the following way:

Frequently structure is lacking in lessons and assignments; students occasionally are uncertain what they are to do; they often are uncertain how to do what has been assigned. They receive inadequate preparation for the tasks they are to do; they are not assisted in performing the task; they are not aided in making use of the information and ideas they are expected to acquire through the task. This is assumptive teaching. That is, the teacher assumes students already have the skills and already know the concepts he is supposed to teach them. (7:vii)

Herber listed reasons why assumptive teaching takes place. He stated: "Teachers at the secondary level believe that the reading skills taught in elementary school should be adequate for successful reading in various content areas." (7:4) Herber further noted that "...many (content teachers) feel that had students been exposed to better reading

instruction in the earlier grades, they would perform much better and meet adequately the demands of the various subject areas." (7:4) Herber noted that reading skills are taught at the elementary level in hope that those skills will transfer to reading of content materials; "We need only witness teachers 'passing the buck' from secondary to elementary levels to realize that the assumption of transfer is true even though the fact often is not." (7:18) Mahoney also noted the secondary teacher's assumptions: "...some teachers assume that students have mastered the skills because they were introduced in the lower grades; and they fail to provide the needed reinforcement." (9:8)

Cramer (6:142) compiled a list of the reading needs of secondary students. He stated:

"Students need a wide variety of book reading skills to become more effective readers. They include knowledge and use of the various parts of a book: title page, headings and subheadings, appendixes, glossaries, indexes and typographical aids." (6:142)

McKee (10:425) stated that when a student is confronted with a problem that requires reading to find the solution, his first task is finding the printed information which is pertinent. He may need to use an index, card catalog, Reader's Guide, encyclopedia, etc. McKee called this type of task "locating information." (10:425)

These authorities recognize a need to help students acquire the necessary skills to become proficient in use of both texts and reference materials. Students should then be better equipped to successfully complete content area assignments requiring use of a text and/or reference materials. Therefore, this project was constructed to aid teachers in instructing students in these skills.

The Purpose

The purpose of this project was to develop a syllabus that could be utilized by any content teacher to make students more competent in the use of their text and reference materials. The lessons included are designed to increase skills in locating information in the content areas. The syllabus includes student activities, teacher information and answer key.

Scope

The scope of this project included the development of a syllabus specifically intended to help content area teachers to teach textbook and location skills to junior high students. The syllabus was designed so that it could be used by any content teacher interested in improving student skills necessary for expository reading in the junior high subject area. The syllabus addresses four major areas of locational skills:

1. Efficient use of a text; a knowledge of its parts and their purposes.
2. Efficient use of common reference materials such as encyclopedia, almanac, atlas, thesaurus, dictionary and biographical references.
3. Efficient use of locational indexes such as the card catalog and Reader's Guide.
4. An awareness of library arrangement and the use and purpose of the Dewey Decimal System.

Definitions

Terms used throughout this paper which are important to its

clarity are defined as follows:

1. Locational Skills - Those skills that allow a student to efficiently find information; included are competence in use of indexes, table of contents, Reader's Guide, card catalog, etc.

2. Reference Materials - Any resource in which specific information is sought, but especially encyclopedias, dictionaries, atlases, newspapers, thesauri and biographical resources.

3. Text as a Tool - Student ability to use a text or other book efficiently.

4. Locational Aids - (As opposed to locational skills) Those sections of printed matter that direct one to specific information; examples are indexes, card catalog and Reader's Guide.

5. Content Area - Traditional subject areas as opposed to skill areas; i.e., English, social studies, math and science.

Balance of Paper

Chapter two of this paper is a review of the pertinent literature. Chapter three outlines the procedures followed in construction of the project. Chapter four is the syllabus itself. Included are student learning activities, guidelines for the teacher, suggested resource materials and answer key. Chapter five summarizes the main points made in Chapters one and two, and discusses the strengths and weaknesses of the syllabus itself. Recommendations for changes and/or additions are made.

Chapter 2

LOCATIONAL SKILLS: A REVIEW OF THE LITERATURE

This chapter presents the literature pertinent to locational skills. Those authorities concerned with reading at the secondary level stressed educating students so that they can become independent learners. The literature noted that students should learn to use their text as a tool, that they should be familiar with common reference materials, and that they should learn to use locational aids and library classification systems. Also noted was the lack of reading research on content area skills at the secondary level.

A review of the literature related to reading in the secondary content areas revealed a concern with helping students become independent, lifelong learners, and a concern with higher-level reading skills. As Herber stated "If we fail to help students develop skills for independent learning, their 'education' will cease when they leave school." (7:v) According to Herber (7:v), helping students gain the skills they need to be competent with all required course materials is the reason for teaching reading in the content areas. He stated that "Producing independent learners is the goal for which content teachers should strive". (7:25)

Thomas and Robinson stated:

Whenever an individual, either during his years in school or thereafter, wants to attack a problem by means of reading, one of the first tasks he faces is that of locating relevant information. Without teacher help, students often wander like lost souls among the thousands of books and periodicals in the library. With teacher help, they can be equipped with the basic tools, the keys, that open up for lifelong use the endless resources that await them there. (15:176, 177)

Burron and Claybaugh agreed with that assessment. According to them:

"The student, if he is to become independent in his pursuit of a topic, will need to be efficient in locating pertinent information dealing with the topic. Such independence requires use of skills ranging from the ability to locate information in a single volume to locating information in the varied sources of a large, well-equipped library."(4:22)

Ardhanareeswaran stated that "...the reference experience's greatest value lies in the training it provides in continuing self-education..."(1:675)

It appears that the ability to locate pertinent information in both text and other reference material is viewed by authorities as a necessary skill if students are to become independent learners. However, research to support this contention is lacking. Cramer (6:142) noted that no research studies were found that test only "book reading skills" such as ability to use the index efficiently and knowledge of book parts. However, these skills were included as part of a comprehensive research project by Moe and Nania (6:142) during which students' reading rate and flexibility improved significantly. It could not be concluded that the knowledge of book parts had any role in the improvement, and Cramer stated "Since skills in book reading are included in many texts on reading methods and in books on improving the ability to study, it would seem that some research is needed to justify their inclusion." (6:142)

Cramer (6:135) noted the disparity between the number of research projects reported concerning elementary reading and those concerned with secondary reading. Burnett reported "Research studies into beginning reading processes and instructional methods have been estimated to outnumber those dealing with the upper grades by a ratio of six to one." (3:135) Cramer went on to state "...the focus of research should be shifted to questions related to teaching higher-level reading skills." (6:135) He concluded:

"The common view regarding research into the teaching of reading at the junior and senior high school level is, however, that not enough has been done, that little of what has been done is of sufficient quality to be useful, and that too much of it is peripheral." (6:141)

Although authorities recognize the need for teaching students the locational skills as a means to independent learning, there has been no research showing a relationship between locational skills and independence in learning. Research in this area should be undertaken.

The Text as a Tool

If a student is to be successful in the use of a text, that student must have instruction in its efficient use. According to Burrton and Claybaugh, "It is essential to become acquainted with the organization of the single volume in which information is being sought." (4:23) Too often, teachers do not take time to instruct students in use of their particular text. As McPhie stated, "From the very outset, students should learn that the textbook is indeed a tool, nothing more and nothing less." (11:451) He stated that teachers should make students aware of the necessity for author reliability and the necessity in some subject areas for up-to-date information. He (11:451, 452) stated that

students should be taught that the table of contents is an outline of the book's content, that the index is the best guide to specific information in the book, that the preface and forward often contain information essential to student understanding of the text, that headings and subheadings are helpful organizational tools and comprehension checks, that first reading the questions found at the end of that chapter helps the student find what the author felt was important.

Burron and Claybaugh make the comment that: "Great amounts of study time can be saved by the ability to locate relevant information efficiently in a single volume," (4:23), and of all the parts of the book that can help a reader locate information, the index is probably the most efficient and helpful. Again quoting Burron and Claybaugh, "The time taken to instruct a student in the efficient use of the index will be of continual value to him..." (4:23) The student should know the general arrangement of items in an index, he should understand the various ways a reader is referred to specific pages, and he should understand cross-references.

Herber stated, "...we must grant that all students need guidance in the proper use of their text..." (7:24) Leppert (8:55, 56) urged that children begin as early as the primary grades to experience the concept of the table of contents and by intermediate grades should be using the index in their books. She pointed out that an important skill in efficient use of an index is the ability to select the key word of a topic. Leppert (8:54) viewed skills in locating and gathering information as a continuum, with the junior and senior high schools strengthening and adding to what has already been learned.

Common Reference Materials

In addition to becoming familiar with the various parts of their texts and with the use of those parts, students at the junior high level should be able to use the common reference sources efficiently and with a good understanding of which type of reference materials would be most likely to have the specific information desired. Using books as tools to answer questions, to verify information, to acquire background information, to make intelligent choices and decisions, requires, according to Leppert (8:55), that students learn to use encyclopedias, atlases, dictionaries, almanacs, newspapers and magazines. Burrton and Claybaugh stated "Encyclopedias, atlases, various who's who-type volumes, almanacs and other special reference works can be of great assistance to him (the student)." (4:25) As Ardhanareeswaran stated, "Instead of the teacher giving all the necessary information in the classroom, it is surely better for the students to 'discover' it from reference books." (1:675)

Locational Aids and Library Classification Systems and Layout

While students are acquiring skill in using both texts and reference materials, they can also begin to learn about the organization of the library (how the materials are arranged and where various kinds of materials are located), the classification system for materials within the library, and the use of the card catalog and Reader's Guide. As Burrton and Claybaugh stated, "The challenge today is to instruct children in using the library for enhancing their pursuit of subject-matter as early as it is feasible to so do." (4:24)

According to Leppert (8:57), students should have instruction

in the use of the card catalog, which requires an understanding of call numbers and of the Dewey Decimal System. Instructional sessions in use of the card catalog should be followed with direct experience in its use. As O'Connor (12:104, 105) advocated, these skills must be taught functionally and in the context of study, and there should be repeated practice.

"One source in particular that the student should gain acquaintance with is the Reader's Guide," (4:25) stated Burron and Claybaugh, since this resource can lead a student to much more up-to-date information than can the card catalog. Again, meaningful practice is essential, with skills being taught as they apply to actual classwork, not in isolation. (Mahoney, 9:8)

Summary

As the authorities have stated, junior high students, in order to locate information efficiently, should be familiar with text organization, reference materials, library layout and locational aids. At this time, there is a need for careful research on the secondary level in higher-level reading skills which would give direction in the teaching of these skills.

"In the long run ... the reference experience's greatest value lies in the training it provides in continuing self-education, needed by all who ... live in a modern society and participate in the 'explosion of opportunity;" (1:675) stated Ardhanareeswaran.

Chapter 3

PROCEDURES OF THE PROJECT

Two basic procedures were followed in the construction of this project. First, a study of the relevant literature was made to support the need for this type of project. Second, teaching activities from various sources were collected to give as many options as possible in the teaching of the included skills.

In order to document the need for teaching locational skills to junior high students, the authorities consulted were generally known for their concern with both reading and content material at the secondary level. Of special help were articles and books by McPhie (11), McKee (10), Burrton and Claybaugh (4), Herber (7), Cramer (6), and Thomas and Robinson (15). Specifically, the kinds of information that were sought were the following:

1. Definition of reading skills needed at the secondary level.
2. Rationale for teaching reading skills in conjunction with content material.
3. Detailed description of those reading skills that fit with the locational skills definition.
4. Suggestions for teaching locational skills on the junior high level.

Once the documentation had been found supporting the need for a syllabus for teachers concerned with teaching locational skills, the next step was finding activities designed to teach to those skills. Various sources were used in compiling the teaching activities. McKee (10) was a source of teaching activities. A booklet by the California Association of School Librarians (5) provided teaching ideas. Some activities were teacher-made and were the direct result of need in the classroom.

The topic of the syllabus itself, locational skills, was divided into four separate areas in order to provide organization and manageability. The four areas were use of a text, use of common reference materials, use of locational indexes, and knowledge of library arrangement. Activities were then sought to teach the necessary skills in each category. Each activity was evaluated and an objective written. Directions to the student were included where appropriate. The majority of lessons were prepared for student use as printed in the syllabus; a few may require alteration by the teacher to suit specific needs, such as the text being used.

Next, teaching activities were "student tested" in a 7th grade English class. Teacher assessment of the value of each activity, based on ease of use and student skill attainment, resulted in it being used in the syllabus, modified, or rejected as unsuitable. Student skill attainment was determined in a variety of ways. Teacher observation of students' ability to find information was one aspect of evaluation. Response in written assignments was another. A formal, teacher constructed, multiple choice test was given. Students also were assigned a written project. It assessed knowledge of book parts and familiarity

with their purpose and use, and evaluated ability to research and report on a given subject.

The syllabus appears in Chapter four.

LEARNING ACTIVITIES TO ENABLE STUDENTS
TO MASTER LOCATIONAL SKILLS:
A Syllabus

This syllabus is designed to be used by any junior high content teacher who is concerned with helping students acquire the skills necessary so that they can find information independently.

Contents of the Syllabus

Included in the syllabus are thirty teaching activities, three assessment activities, and an answer key with notes to the teacher. Four areas of locational skills are included:

1. Efficient use of a text; a knowledge of its parts, and their purpose (Activities 1 through 13).
2. Efficient use of common reference materials such as encyclopedia, atlas, almanac, thesaurus, dictionary and biographical references. (Activities 14 through 20).
3. Efficient use of locational aids such as the card catalog and Reader's Guide (Activities 21 through 28).
4. An awareness of library arrangement and the use and purpose of the Dewey Decimal System (Activities 29 through 30).

Format of Syllabus

Each of the activities included has the objective clearly

stated at the beginning of the lesson.

The activities are marked with a symbol in the upper right hand corner to identify for the teacher whether the activity can be reproduced for students just as it is or whether some modification must be made.



The activity can be reproduced just as it is for student use.



The activity can be reproduced just as it is for student use, but sections of it are intended for classroom discussions led by the teacher.



Some of the activities have been planned to utilize Our Language Today, an English text. Therefore, the activity needs to be adapted to the text being used: In some cases the activity needs to be put in another format.

The activities, although arranged here to proceed from knowledge of text, to references, to locational aids, to Dewey Decimal System, can nonetheless be used in any order to more nearly fit individual classroom needs.

The Answer Guide and Notes to the Teacher follows the activities. Not all activities have answers in the guide, since some answers will vary according to the texts and references used. If there are special points regarding any activity, these will be included with the answers to that activity.

There are a number of activities included in this syllabus

which were adapted from Library Skills: A Handbook for Teachers and Librarians, Fearon Publishers, Inc. This would be a good resource for any teacher, elementary through secondary, who wants to help students become adept in locational skills.

THE TEXT AS A TOOL



Activity 1

Objectives: The student will understand the analogy of text to tool; the student will identify aids to learning in his own text.

First: Introduce the concept of text as a tool.

Stress idea that a carpenter, mechanic, dentist and secretary all use tools which make their jobs easier if those tools are used correctly and efficiently.

As an example, hold up a stapler.

Ask students to tell you what it is.

Ask what it can be used for. (Sticking papers together, putting up bulletin boards.)

Ask if it can be used to mend a broken chair or to pound a nail into the wall. (It would probably break if used for these purposes.)

Stress that a tool, to be effective, must be used in the proper way. Our book tool also must be used properly. In order to use it properly, we must know its parts, their purpose, and their importance.

Second: Now challenge students (they may work in groups of two or three) to go through their text and list as many aids to learning as they can. Explain that they will have 15 minutes to see which group can list the most items that were included in the book to help locate information or to give information.

After 15 minutes, have students read their lists while teacher writes items on the board or overhead projector. Discuss the list - ask what the items are and how they can help.

Idea from Dr. Azella Taylor, Central Washington University.



WHAT ARE THE PARTS OF YOUR TEXT?

Activity 2

Objective: The student will become familiar with his text and its aids to learning.

Directions: Answer the following questions using your text for information. Write the answers on your own paper.

- I. Look at the title page to answer these questions:
 - A. What is the complete title of this book?
 - B. What is the author's (or authors') name?
 - C. Who is the publisher?
 - D. Where was it published?
 - E. Who illustrated this book?
- II. Where in the book is the copyright date found? What is the copyright date?
- III. In some books, there is a page that has a respectful statement, often "Dedicated to" someone, or just "To" someone; this page is usually the next one after the title page. This message is called a dedication. Is there a dedication in your text? If so, who is it dedicated to?
- IV. Is there an introduction, preface, or foreward in your book? Briefly, what is its message?
- V. The table of contents is an outline of the entire book. Look at it and at the index to answer these questions:
 - A. Where is the table of contents located?
 - B. How many chapters are in this book?
 - C. Name two chapter titles that look interesting to you.
 - D. How is the table of contents important?
 - E. Is there a list of maps, charts or illustrations for this text?
 - F. On what page does the main part of the book begin? On what page does the main part end?
 - G. If this book contains a bibliography, an appendix or a glossary, indicate on which page each begins and tell its purpose.
 - H. Is there an index in your book? How is it arranged?
 - I. An index is very important but is different than a table of contents. How is it different?



CHOOSING THE RIGHT BOOK

Activity 3

Objective: The student will begin to discern possible sources of specific information; the student will become familiar with the table of contents.

To read and think over:

In planning a report, you sometimes choose a topic on which you have to get information from books.

In finding information on a topic, it would be a waste of time to look over each page in every book that you have. You can save time by first deciding which books probably tell facts about your topic or question.

In your classroom, your school library, your public library and your home, there are many books of these kinds:

- | | |
|-----------------|-------------------|
| 1. histories | 4. science books |
| 2. geographies | 5. language books |
| 3. health books | |

Decide whether each of the following topics belongs to geography, science, history, language or health:

1. The First Newspapers
2. How to Stop a Nosebleed
3. How to Write an Invitation
4. Life in a Desert Country
5. How Rain Helps Us
6. Poison Ivy
7. What a Paragraph Is

Information about a topic may often be found in books of more than one kind. For example, information about poison ivy might be found in books on health or in books on science.

The table of contents in a book will help you find out whether that book tells something about a given topic.

In what part of a book do you find the table of contents? What is given in it?

Turn to the table of contents in your book. Think of answers to these questions:

1. How many chapters are in the book?
2. On what page does the fifth chapter begin? The eighth? The fifteenth?

Activity 3, con't:

3. Are there chapters on verbs? On spelling? On writing paragraphs? If so, on what page does each begin?
4. In which chapters might you find help on writing letters? On using words correctly? On giving reports?

Talking together

Help your class decide in which kind or kinds of books to look for information on each of the seven topics you read on the first page of this activity. Be sure that you understand why each kind is chosen.

Help your class answer the four groups of questions about the table of contents in this book.

Testing yourself

In what kind or kinds of books would you look to find an answer to each of the following questions? Would you expect to find it in books on science, on geography, on history, on health, on music, on communication, on art, or on travel?

1. How large are ocean liners?
2. How are violins made?
3. How did pioneers make soap?
4. How much sleep do you need?
5. How did Buffalo Bill get his name?
6. What birds fly farthest?
7. Who invented the telephone?
8. What are the products of Chile?
9. How are designs made for rugs?
10. How have radios been improved?

Number a paper from 1 through 10. These numbers stand for the questions you just read.

After each number, write the letter or letters to show in which of the books given below you would look for the answer to the question.

- a. The World's Messengers
- b. The Travels of Birds.
- c. World Geography
- d. The History of Music
- e. Art Through the Ages
- f. Travel by Air, Land and Sea
- g. Early times in the Great West
- h. The Science of Everyday Life

Turn your paper over and number it from 1 through 4. After each number write the answer to the question on the next page that has the same number. Use the table of contents in your text to help you find the answers.

Activity 3, con't:

1. How many chapters on using words correctly are there in this book?
2. Where does the chapter on literature begin?
3. Is there a chapter on book reports?
4. Is there a chapter on the dictionary?

Check your paper as your teacher reads the correct numbers and answers aloud.

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MORE CHOOSING THE RIGHT BOOK

Activity 4

Objective: The student will continue to sharpen skills involved in choosing possible sources of specific information.

To read and do by yourself

Here is a list of books. The name of the author and the title is given for each book. Read the titles carefully. Notice that each book is numbered.

1. Allen, N. B. Australia
2. Blaisdell, A. F. and
Ball, F. K. Log Cabin Days
3. Carpenter, F. O. Foods and Their Uses
4. Carpenter, G. F. How the World is Housed
5. Chamberlain, W. F. How We are Fed
6. Curtis, M. S. Why We Celebrate Our Holidays
7. Dukelow, J. H., and
Webster, H. H. The Ship Book
8. Dupuy, W. P. Our Bird Friends and Foes
9. Fisher, E. F. Resources and Industries of
the United States
10. Forman, S. E. Stories of Useful Inventions
11. Freeman and Chandler World's Commercial Products
12. Mirick, G. A. and
Holmes, B. D. Home Life Around the World
13. Moseley, E. L. Trees, Stars and Birds
14. Power, Eileen and Rhoda Cities and Their Stories
15. Webster, H. H. Travel by Air, Land, and Sea
16. Wilson, L. L. Everyday Manners for Boys and
Girls

Now read the following questions carefully. After each question, write the numbers of all the books which you believe would give you information on that question.

1. How is glass made?
2. When were the railroads first operated in the United States?
3. Of what do the Eskimos make their houses?
4. What birds injure our crops?
5. What insect is especially dangerous to cotton?
6. Who invented the cotton gin?
7. How should one introduce one's friend to another?
8. For what is Pittsburgh, Pennsylvania, noted?
9. How can we prevent forest fires?
10. In what climate does wheat grow best?

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LEARNING TO USE THE INDEX

Activity 5

Objective: The student will understand alphabetical order of main topics in an index. The student will understand the purpose and use of sub-topics. The student will understand purpose and use of cross references.

To read and think over

When you are looking in a book for information on a certain topic, you will save time by using the index of the book. The index is a list of all the important topics that are mentioned in the book. After each topic are the numbers of the different pages on which the book tells something about that topic.

The main topics in an index are placed in alphabetical order; that is, in the order of the abc's. Topics that begin with 'a' come first in the list. Topics that begin with 'b' come next, those with 'c' next, and so on. Topics that begin with 'w' or 'y' come near the end of the index.

When topics begin with the same letter and do not have the same second letter, they are placed in alphabetical order by the second letter. Thus, the topic 'gas' is placed before 'grapes' and 'leopards' is placed before 'lions'.

When topics that have the same first two letters and do not have the same third letter, the topics are placed in alphabetical order by the third letter. 'Corn' comes after 'coal' and 'beef' after 'bears'.

Often you will need to think of the third or fourth or fifth letter in a word to find it quickly in a list of topics in the index.

1. Why are the main topics in an index arranged alphabetically?
2. Where in an index would you look to find each of the following topics? Would you look near the beginning, in the middle, or at the end?

coal	iron
oil	soap
weaving	pottery
matches	kaolin

3. In what order should these topics be placed in an index?

bears	beavers
masses	fossils
forests	mosquitoes
monkeys	moon

Activity 5, con't:

Often an index shows that the book tells several things about a topic. For example, find the topic 'airplane' in the part of an index given here. It is from a book called Travel by Air, Land, and Sea.

Airplane, how controlled in the air, 15; how supported in the air, 25; uses for, 63-72
Blazed trails, 201
Brooklyn Bridge, 246
Climate, effect on beasts of burden, 312, 324; effect on speed of transportation, 336. See also Cold lands, Dry lands, Hot lands, Mountainous lands, and Wet lands
Holland, bicycles in, 214; canals of, 384; dogs, 354; how women carry loads, 314
Panama Canal, locks in 369-371
Steamships, ocean 356-358; 390-404; tramp seamers, 357, 408-410
Traffic rules, in cities, 228
Traffic signals, in cities, 229
Wright brothers, their part in teaching men to fly, 28

Notice after the word 'airplane' the three groups of words: how controlled in the air, 15; how supported in the air, 25; and uses for, 63 - 72. These groups of words are called sub-topics. They show that the book tells at least three different things about airplanes.

The number (or numbers) that follow each sub-topic show on what page (or pages) of the book the information is given. Notice that the two numbers following 'uses for' are separated by a dash, 63-72. This dash means that information on the topic will be found not only on pages 63 and 72, but on all pages between those two.

4. How many sub-topics are given for the topic 'climate'?
5. What different things does Travel by Air, Land, and Sea tell about Holland?
6. On what pages does Travel by Air, Land and Sea tell about steamships?
7. Between what two pages does it tell most about that topic?

Sometimes after a main topic in an index you will find the words "See also", followed by other topics. This is called a cross reference. By looking up the topics that follow the words "See also", you can get more information about the main topic.

8. Under what topics in the index of Travel by Air, Land, and Sea can you find more about 'climate'?

Activity 5, con't:

Talking together

Help your class decide what the best answer is for each of the eight questions that you have been asked to think over. Be sure that you understand why each answer chosen is correct.

Finding and writing answers

Use the index of your book to find answers to the following questions. In each question choose the word or words that are underlined as the topic to look for in the index.

1. On what page is the poem, Harlem?
2. On how many pages does the book tell something about writing thank-you notes?
3. On what pages does the book tell about reference books?
4. On what pages can something be found about principal parts of verbs?
5. On what pages would you look for information about fiction books?
6. How many sub-topics are given about reports?
7. How many sub-topics are given about stories?

Number a paper from 1 through 7. After each number write the answer to the question that has the same number.

Checking your paper

Check your paper as your teacher reads the correct answers aloud. If you made a mistake, be sure to find out why it is a mistake.

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ALPHABETICAL ORDERING

Activity 6

Objective: The student will practice ordering items alphabetically.

To read and do by yourself

Write the following words in alphabetical order in the column on the right:

- | | |
|-----------------|-----|
| 1. shoes | 1. |
| 2. potash | 2. |
| 3. wheat | 3. |
| 4. corn | 4. |
| 5. phosphorus | 5. |
| 6. candles | 6. |
| 7. sheep | 7. |
| 8. potatoes | 8. |
| 9. strawberries | 9. |
| 10. turpentine | 10. |
| 11. phosphates | 11. |
| 12. canning | 12. |
| 13. stoves | 13. |
| 14. apples | 14. |
| 15. beans | 15. |
| 16. whaling | 16. |
| 17. potassium | 17. |
| 18. mining | 18. |
| 19. benzine | 19. |
| 20. rainfall | 20. |

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PRACTICE WITH SUB-TOPICS

Activity 7

Objective: The student will be able to choose correct sub-topics when seeking specific information.

To read and think over

The following is part of an index. Look at the sub-topics carefully.

Alfalfa, in crop rotation, 29; honey from, 61; on irrigated lands, 14; for sheep, 86
Automobiles, 188-190; an assembling industry, 189; centers of manufacture, 189; exports of, 189; rapid growth of industry, 188
Butter, production in Wisconsin, 83, 84; substitute for, 71
Clothing, cotton 108; leather, 100; linen, 117; wool, 104
Grains, for cattle, 47; for hogs, 47; for horses, 51; for sheep, 47
Indiana, coal 145; corn, 44; hogs, 88; oil, 159; wheat, 85
Maryland, shipbuilding, 188; truck gardens, 73

After each of the following questions write the name of the sub-topic you would use in trying to find an answer to the question.

1. Do we export automobiles?
2. Are grains fed to sheep?
3. Is corn raised in Indiana?
4. Is any of our clothing made of wool?
5. Is shipbuilding carried on in Maryland?
6. What do we use as a substitute for butter?
7. Do we get honey from alfalfa?
8. Is coal mined in Indiana?
9. Is linen used in making clothes?
10. Has oil been found in Indiana?

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PRACTICE USING CROSS REFERENCES

Activity 8

Objective: The student will be able to choose correct sub-topics when seeking specific information.

To read and do by yourself

The following is part of an index. Read it carefully.

Boll-weevil, see Cotton

Charcoal, see Wood

Clothing, 2, 100-118; cotton 108-117; leather, 100-104;
linen, 117-118; wool 104-108

Coke, use in smelting iron, 175

See also Coal

Dairy products, 82-84; in Northern States, 82; states leading
in production of, 83

See also Cattle

Flour, see Wheat

Fuel, see Coal, Gas, Petroleum, Wood

Gas, as fuel, 141; waste, 105

See also Water power

Now answer the following questions:

1. Does the index tell you on what page you can find something about flour?
2. Under what topic can you find additional references to gas?
3. What word would you look for to get information on charcoal?
4. Under what topic can you find something about flour?
5. Name one topic under which you can find something about fuel.
6. On what page can you find something about coke?
7. What word would you look for to find additional information about coke?
8. Under what topic can you find something about the boll-weevil?
9. To what word does the index refer you for additional information on dairy products?
10. Does the index give a topic under which you can find additional information about clothing?

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PRACTICE USING THE INDEX

Activity 9

Objective: The student will demonstrate the ability to find information in an index.

To read and do by yourself

The following is part of an index. Read it carefully. Then answer all the questions below.

Arabs, in commerce, 7; 18-25; Arab plowing (Fig. 117), 412
Argentina, 91, 178; agriculture, 110-172; climate 160;
commerce (Fig. 72), 233; forests, 211; harbor, 167; map
(Fig. 184), 274; railways, 215
Canton (China), 119, 216; (Ohio), 182; river, 121
Ceylon, animal products, 128-130; climate and surface, 131;
exports, 307, 314; minerals, 340; graphite, value of (Fig. 224),
311

1. On what pages can you find the longest continuous discussion about the Arabs?
2. On what page can you find something about Canton, Ohio?
3. Where can you find a figure about the commerce of Argentina?
4. On what pages can you find the longest continued discussion of something about Ceylon?
5. On what page can you find a map of Argentina? What is the number of this figure?
6. What is the number of the figure which shows something about Arab plowing?
7. To what pages would you turn for information on Canton, China?
8. Where can you find a figure about graphite in Ceylon? What is the number of this figure?
9. Underline all the main topics in the above index.
10. Draw a circle around all the sub-topics in the above index.

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KEY WORDS AND SUB-TOPICS

Activity 10

Objectives: The student will understand the value of using the proper key word when consulting an index. The student will be able to choose proper sub-topics to find specific information.

To read and think over

If you wish to use the index of a book in finding the answer to a question, you must decide what topic to look for. In many questions there is usually one word that shows or suggests the topic to use. Such a word is called a key word.

Which word would you choose as the key word in each of these questions:

1. How is gasoline made?
2. Where is corn grown?
3. How does a cricket make noise?
4. What fish gives electric shock?
5. What is the population of Brazil?

For some questions you may need to use more than one key word. For example, "How much cotton is raised in Texas?" If you use only the word 'Texas' as the key word, you may not find all the help that the book gives in answering the question. You may need to use the word 'cotton' as a key word also in order to find where the book gives more help.

In each of the questions 6 - 9 one word is underlined. What other word in each question would you use as a key word?

6. How much wheat is grown in Minnesota?
7. What is the average value of the yearly corn crop in Iowa?
8. Why was Miles Standish considered a leader of the Puritans?
9. When are salmon found in the Columbia River?

Sometimes you may fail to find the answer that a book gives to a question because you do not choose the right sub-topic in the index. For finding an answer to each of questions 10 - 15, choose a sub-topic from the part of the index given here:

Dirigible Balloons, defined, 82; early experiments with, 83; modern, 85, 88; how managed in the air, 91; how brought to earth, 92 - 94; advantages of, 96; uses for, 96

Activity 10, con't:

10. What is a dirigible balloon?
11. Is a dirigible safer for travel than an airplane?
12. Who invented the dirigible?
13. How is a dirigible guided?
14. For what are dirigibles used?
15. Are dirigibles landed in the same way as an airplane?

Talking together

1. What word is the best key word in each of the first five questions?
2. What other word in each of questions 6 - 9 would be a good key word?
3. Which sub-topic in the part of the index given should be used in finding an answer to each of questions 10 through 15?
4. Why must you choose key words and sub-topics carefully?

Writing answers

Use the index of your book to find answers to these questions:

1. Where can rules for question marks be found?
2. Where are there exercises on punctuation of sentences?
3. Where does the book tell when a period should be used?
4. Where can you find out how to use proper nouns?

Write your answers on a sheet of paper. Number them.

Check your paper as your teacher tells what the correct answers are.

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MORE PRACTICE FINDING KEY WORDS

Activity 11

Objective: The student will demonstrate the ability to identify key words.

To read and do by yourself

Several questions are given below. In each question, draw a line under the word you would look for in the index of a book if you wanted to find information to help you answer the question.

1. How can we prevent the spread of tuberculosis?
2. By what methods are our streets cleaned?
3. What animals provide us with wool?
4. Are apples raised in the South?
5. From what country do we import cocoa?
6. What states lead in the production of gold?
7. What is the value of our annual corn crop?
8. What are the chief products of Florida?
9. Why are great forests an aid to a nation?
10. What methods and machinery are used in cultivating wheat?

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MORE PRACTICE WITH SUB-TOPICS

Activity 12

Objective: The student will demonstrate the ability to use sub-topics in an index to find specific information.

To read and do by yourself

The following is part of an index. Look at the sub-topics carefully.

Alcohol, as a source of power, 115; commercial, 174; sources of, 118
Algeria, cork, 178; potatoes, 118; tobacco, 210; wine, 201
Lace, artificial, 418; from Belgium, 228; from Ireland, 289
Nevada, almonds, 360; copper, 361; precious metals, 368; soda, 384
Oysters, canning, 429; cultivation of, 430; planting, 434
Rubber, demand for, 275; early uses of, 232; growth of industry, 420
Silos, description and use, 27, 28; for cattle, 58, 73

After each of the following questions write the name of the sub-topic you would use in trying to find an answer to the question.

1. Does any vegetable provide a supply of alcohol?
2. Are nuts grown in Nevada?
3. Does Nevada produce any metal of which money is made?
4. Has the need for rubber increased?
5. For what was rubber used in the early days?
6. Is Irish lace made by hand?
7. Has the rubber industry developed much since 1900?
8. Are most silos made of iron?
9. Are silos used to store grain?
10. How are oysters cultivated?

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EVEN MORE PRACTICE WITH SUB-TOPICS

Activity 13

Objective: The student will demonstrate the ability to use sub-topics in an index to find specific information.

To read and do by yourself

Below is part of an index. Notice that there are both main topics and sub-topics.

Brazil, cocoa, 212; coffee, 212; iron resources of compared with United States, 172; rubber, 212
Canning, of fruits and vegetables, 69, 70; of oysters, 97; of salmon, 94
Cheese, food value of, 84; substitute for, 71; Wisconsin production of 83, 84
Clay, for brick, 134-136; filler for writing paper, 194; for porcelain, 193; for pottery, 193; in soil, 6; superiority of American, 193
England, bricks from, 134; exports to, 110, 118
Fertilizers, definition, 27; kinds, 27; nitrogen from coal, 152; sources of, 27, 116

After each of the following questions write the number of the page or pages on which you would look first to find an answer to the question.

1. Does any cocoa come from Brazil?
2. Does cheese have any food value?
3. Do we get bricks from England?
4. Is clay ever used in making bricks?
5. What is used as a substitute for cheese?
6. How are oysters canned?
7. Are vegetables ever canned?
8. Does Brazil have as many iron resources as the United States?
9. What do we export to England?
10. What are fertilizers?

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WORKSHEET FOR REFERENCE BOOKS

Activity 14

Objectives: The student will become familiar with the similarities and differences among the basic kinds of reference books.

Directions: Fill out a form for each of the following references: dictionary, encyclopedia, almanac, thesaurus, atlas, and biographical dictionary.

1. Title of the reference book you are exploring:

2. List the kinds of information this book contains.

3. How is the information arranged?

4. What kind of aids does the book provide to help you find information?

5. What kind of topic or subject might require that you seek information in this book?



SKILL DEVELOPMENT IN DICTIONARY USE

Activity 15

Objective: The student will become proficient in the use of the dictionary.

1. The Alphabetical Order of Things

In order to locate a word which you are seeking, it is important to know the first letter, or in some cases the first two or three letters, since the dictionary is arranged in alphabetical order. The following exercise will help you to review alphabetical order.

Can you say the alphabet? Which comes first "n" or "t", or "g"? What comes before m, w, k? What comes after s, e, q? Place these words in alphabetical order:

- | | | |
|----------|----|-------|
| wipe | 1. | _____ |
| blizzard | 2. | _____ |
| carriage | 3. | _____ |
| pounce | 4. | _____ |
| message | 5. | _____ |
| animals | 6. | _____ |
| known | 7. | _____ |
| yard | 8. | _____ |

Do you remember the rule for alphabetizing words which begin with the same letter? Try placing these words in alphabetical order.

- | | | | | | |
|---------|----|-------|---------|----|-------|
| barb | 1. | _____ | flicker | 1. | _____ |
| broom | 2. | _____ | flint | 2. | _____ |
| band | 3. | _____ | fleece | 3. | _____ |
| bedroom | 4. | _____ | flame | 4. | _____ |
| bitter | 5. | _____ | fly | 5. | _____ |

2. Using the Quarter System

It is possible to locate words much faster if you think of the dictionary as being divided into four quarters as described below. If you wish to find a word, think about the quarter which contains the letter with which it begins. Open to that quarter. The word which you are looking for will not be far from the page to which you opened if you have estimated correctly. Here are the quarters:

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ABCD	EFGHIJKL	MNOPQR	STUVWXYZ

To which quarter would you turn to locate the following words?

labor_____	huge_____	popularity_____
colorful_____	unsanitary_____	equipment_____
welfare_____	anxious_____	newcomers_____

3. Guide Words

Guide words at the top of each page give us clues about the words located on the page. Since the guide words are the first and last words on the page, the word you are looking for should be located between the guide words, if it is to be found on the page at all. For example, the word "follow" might be found between "fodder" and "fondly."

Using a dictionary, write the guide words for each of the following. Remember that there are two guide words on each page.

gerund	_____	_____
mend	_____	_____
restore	_____	_____
garble	_____	_____
witty	_____	_____

4. Key Words

Key words give clues to the pronunciation of words. Each dictionary has its own set of key words although they are basically similar. Key words which would help us pronounce the word "partner" might be "hard" and "letter." The "ar" sound in hard and the "er" sound in letter tell us how to pronounce the vowel sounds in partner.

The different kinds of marks found over letters are called diacritical marks. They help us find the key words. For example, if the word we are working with is "pastry" (pas' tri), the key words "able" and "if" can be easily located by looking for the diacritical marks.

Find the key words for each of the following:

pattern	(pat ern)	1. _____	2. _____
rhizome	(ri zom)	1. _____	2. _____
tepid	(tep id)	1. _____	2. _____
equate	(e kwat)	1. _____	2. _____
Worcester	(Woos ter)	1. _____	2. _____

5. Preferred Pronunciation

Many words are pronounced in two ways. The dictionary tells us which is the preferred pronunciation. Find the preferred pronunciation of each of these words. Circle it.

truculent	truk u lent	troo ku lent
pretense	pre tens	pre tens
rodeo	ro da o	ro de o
cocaine	ko kan	ko kan
Lombardy	Lom ber di	Lum ber di

6. Parts of Speech

At times you may wish to find the part of speech of a word. The dictionary will often tell you which part of speech a word is by listing an abbreviation after the word such as n. for noun, v. for verb, etc. Use your dictionary to find which part of speech may be used to classify each word listed on the next page.

nastiness _____

toxic _____

legend _____

lustily _____

allot _____

7. Different Meanings of a Word

A dictionary often gives a number of meanings of a word. You can tell which meaning to choose by the way the word is used in a sentence. Give the meaning of each underlined word in the sentences below by choosing the appropriate meaning from the dictionary.

1. There was a canopy over the entrance. _____
2. He cleaned the jet on the new gas stove. _____
3. Sweet potatoes contain a great deal of starch. _____
4. The money was kept in this vault. _____
5. He stood at the bar and said, "I am not guilty." _____

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FINDING GENERAL INFORMATION

Activity 16

Objective: The student will begin to differentiate in which reference books to find specific kinds of information.

Directions: Using encyclopedias and biographical reference books, answer the following questions and give the source of each answer by naming the book's title, the volume, and the page number. If you already know the answer without looking it up, give the source where your answer can be checked.

1. What are the titles for three (3) songs composed by Irving Berlin?
2. What are the names of two pictures painted by Vincent van Gogh?
3. Whom did Herbert Hoover marry?
4. Name four books written by Samuel Clemens.
5. What offices did Franklin D. Roosevelt hold before becoming President?
6. Of what college was Woodrow Wilson President?
7. What was the birthdate of the late President Eisenhower?
8. For what was Clara Barton famous?
9. What is the copyright date of the most recent encyclopedia in the library?
10. Where was Susan B. Anthony born?

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THE GREAT SEARCH

Activity 17

Objective: The student will use various reference books to find specific kinds of information.

Directions: Answer the following questions using a variety of reference books. Give the exact source (title, page, edition of book used) in which you find the answer.

1. Andre Gide is a French author. On what page of what reference book can you find information about him?
2. Felix Salten, who is the author of Bambi, can be found on what page of Junior Book of Authors?
3. In what reference book and on what page can you find information on Louisa May Alcott, author of Little Women?
4. There is an article on Nordhoff and Hall in the Junior Book of Authors. What book did they write that you may have read?
5. Where can a person find information on the French Horn?
6. Leontyne Price is an opera singer. Where can you find information about her?
7. Leonard Bernstein is a famous symphony conductor. Where can you find information about him?
8. Where can you find an article about Charles Dickens?
9. On what page of what reference book is there an article on Walter Farley?
10. Where do you find an article on the baseball star, Willie Mays?
11. Are the following people listed in Webster's Biographical Dictionary: Jose Iturbi, Marc Chagall, Winston Churchill? If yes, on what page?

Activity 18 - Con't

12. On what river is Fairbanks, Alaska?
13. Where can you find an article on Mark Twain?
14. Where is information on the recorder?
15. What lake is on the east side of the Grand Tetons?
16. In what volume of Current Biography would you find information on Chou En-Lai?
17. What large town is situated within 15 miles of North Pole, Alaska?
18. Find an article on Grandma Moses and list your source.
19. From what material is nylon made?
20. Where is an article on Glen Campbell?

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FINDING INFORMATION IN VARIED SOURCES

Activity 18

Objective: The student will demonstrate an ability to use various reference materials to find specific information.

I.* Using a dictionary, tell what the following abbreviations stand for. It will be necessary to use an unabridged dictionary to find those with an asterisk (*).

1. mg
2. rpm
3. Ltd.
4. W.H.O.*
5. IU.
6. Rd.
7. C.J.*
8. etc.
9. gm.
10. W.C.*

II.* In a dictionary, find the following proper names and give their meanings. Those with an asterisk (*) will be found in an unabridged dictionary.

1. John Bull
2. Roentgen, Wilhelm Conrad*
3. Maid of Orleans*
4. Neptune
5. Buffalo Bill*
6. Lexington
7. Dixie
8. Hamlet
9. Merlin
10. Nobel Prize

Activity 18 - Con't

III. Using an almanac, answer the following questions:

1. Who invented the ice-making machine? What year?
2. Who caught the biggest hammerhead shark? How much did it weigh? Where was it caught?
3. What's the tallest building in Seattle? How tall is it?
4. What year was the University of Washington founded? How many teachers are there?
5. When and where was Cher born?
6. Who was the motorcycle racing Grand National Champion in 1957?

IV* Using an encyclopedia, answer the following questions. Tell the volume and page number where you found the information.

1. For what is ambergris used? Is it a valuable substance?
2. For what is Edward Jenner famous? How did he happen to make this great discovery?
3. What was Paul Revere's occupation?
4. Who organized the Green Mountain boys? In what war did they fight?
5. What was the nickname of Thomas J. Jackson? Why was he so named?
6. Who painted the "Mona Lisa"? What are two other paintings by the same artist?
7. Who was the real Robinson Crusoe?
8. Where are most flies hatched?
9. How do crickets sing?
10. How long can a hippopotamus stay under water?

V. Using a thesaurus, find the number of synonyms indicated in parentheses after the word.

1. body (3)
2. freak (5)
3. lengthen (4)
4. reproach (3)
5. witchcraft (5)

Activity 18, con't.

VI. Using an atlas, answer the following: If you were to go on a tour of the world, you would travel in many directions. Using the map of Africa, decide in what direction you would travel to each of the cities below. Use the compass rose on the map.

	<u>FROM</u>	<u>TO</u>	<u>DIRECTION</u>
1.	Accra, Ghana	Nova Lisboa, Angola	a. _____
2.	Capetown, South Africa	Lusaka, Zambia	b. _____
3.	Cairo, Egypt	Niamey, Niger	c. _____
4.	Addis Ababa, Ethiopia	Kampala, Uganda	d. _____
5.	Dares Salaam, Tanzania	Bangui, Central African Republic	e. _____
6.	Bamako, Mali	Freetown, Sierra Leone	f. _____
7.	Monrovia, Liberia	Nouakchoit, Mauritania	g. _____
8.	Kinshasa, Zaire	Buram, Sudan	h. _____
9.	Nairobi, Kenya	Salisbury, Rhodesia	i. _____
10.	Ft. Lamy, Chad	Nova Sofala, Mozambique	j. _____

VII* Using any of the biographical references books available, locate biographical information on any five of the following real people. Write the person's name, his or her occupation or profession and place of birth, and the source of your information, including page number.

- | | |
|-------------------------|--------------------------|
| 1. Aristotle | 14. Plato |
| 2. Thomas Jefferson | 15. Joy Adamson |
| 3. Jackie Robinson | 16. Leonard Bernstein |
| 4. Ralph Moody | 17. Louis Pasteur |
| 5. Charles Lindbergh | 18. James Baldwin |
| 6. Richard M. Nixon | 19. Orson Welles |
| 7. Thor Heyerdahl | 20. Pablo Picasso |
| 8. Isaac Asimov | 21. Flip Wilson |
| 9. P. T. Barnum | 22. Juan Marichal |
| 10. Ann Landers | 23. Diahann Carroll |
| 11. Sandy Duncan | 24. Florence Nightingale |
| 12. Bret Harte | 25. Pearl Buck |
| 13. William Shakespeare | 26. Carry Nation |

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REFERENCE RACE

Activity 19

Objective: The student will apply references skills independently to find specific information.

Directions: Have encyclopedias, atlases, almanacs, dictionaries, quotation books, and other basic biographical and reference books available to students. Have a set of 100 reference questions (numbered), typed on separate cards, one question to a card. (Twenty sample questions are given below.) Issue cards at random to individual students; let them show you acceptable answers. Write the number of the correctly answered question after the student's name and issue him another card. Continue as long as time and interest permit.

1. Find an address for Jose Ferrer.
2. Locate a map of Burgoyne's invasion, 1777.
3. Was George Sand a man or a woman? Give the correct name.
4. Who was the vice president for George Washington?
5. What is the net paid circulation for the San Francisco Chronicle for 1978?
6. What is Nancy Hank's occupation?
7. What is the national anthem of Turkey? When was it adopted?
8. Find a map showing the surface transport facilities of the world.
9. What city has the greatest number of telephones? How many?
10. What is a good source of Vitaman A?
11. Find current information on the Common Market in Western Europe.
12. Fine a current reference to Romeo and Juliet.
13. What does "number-nip" mean?
14. From what source did the following quotation come? "Some are born great, some achieve greatness, and some have greatness thrust upon 'em."
15. Who offered the sage advice "In baiting a mouse-trap with cheese, always leave room for the mouse"?
16. "It is not good a sleeping hound to wake." Who wrote it and in what literary masterpiece?
17. Find the author and title for the following selection: "None of them know the color of the sky."
18. What is Fig Sunday?
19. "We beat them today or Molly Stark's a widow." Who said it and on what occasion?
20. Who used the pseudonym "Runnymede"?

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COMPARISON OF REFERENCE RESOURCES

Activity 20

Objective: The student will compare various reference materials as to organization and as to how a specific topic is dealt with.

Directions: You are to compare several reference sources and make a report of how they are organized. You are also to select a topic and compare how these reference sources deal with it. Some possible kinds of topics:

Black History	The Olympic Games
Mexican-American Culture	Indian Culture
Taiwan	Red China
Drugs	Alcoholic Beverages
Ecology	

These are very broad subjects. You may want to select a more specific topic for your comparison; choose one for which the reference resources offer information. Try as many of the reference resources as you can; some may have nothing on your topic.

In the column of your worksheets headed "N.V", list the number of volumes in the resource.

In the column headed "index", indicate where the index is located in the resource. You may use these abbreviations: sep. - in separate volume; each - in each volume, at the end; last - in the last volume; none - no index.

In the column headed "Use of Pictures", indicate many, some or none.

In the group of columns headed "Research Topic", indicate the volume and page where the information on your topic is located (it may be at more than one place); indicate the amount of information given as so many lines or so many columns; indicate the number of pictures (none if none).

POSSIBLE REFERENCE SOURCES:

The Random House Dictionary
Webster's Third New International Dictionary, unabridged
The New Cassell's German Dictionary
Webster's Biographical Dictionary
Webster's Geographical Dictionary
The American Peoples Encyclopedia
Britannica Junior Encyclopedia
Collier's Encyclopedia
Compton's Encyclopedia and Fact Index

Activity 20 - con't

Encyclopedia Americana
 Encyclopedia Britannica
 Merit Student Encyclopedia
 The World Book
 Columbia Encyclopedia
 Grzimek's Animal Life Encyclopedia
 The International Wildlife Encyclopedia
 McGraw-Hill Encyclopedia of Science and Technology
 Van Nostrand's Scientific Encyclopedia
 Goode's World Atlas
 Rand McNally International Atlas

COMPARISON OF REFERENCE RESOURCES (Sample Worksheet)

NAME: _____ DATE: _____

TOPIC: _____

Reference Resources	N.V.	Index	Use of Pictures	Research Topic		
				Location Vol. pp.	Amount	Pictures
1. The Random House Dictionary						
2. Webster's Third New International Dictionary, unabridged						
3. The New Cassell's German Dictionary						
4. Webster's Biographical Dictionary						
5. Webster's Geographical Dictionary						

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CATALOG CARDS

Activity 21

Objective: The student will be able to distinguish between author, title and subject cards and to identify the various items of information found on the cards.

Directions: Use facsimiles of the various types of cards found in the card catalog to illustrate discussions and explanations of the parts of the cards and the ways in which they can be useful.

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917.2

Geis, Darlene

Gei

Let's travel in Mexico
by Darlene Geis

Children's Press, Chicago. 1965

85p illus. map, photos.

(Let's Travel Series)

The color and customs,
people and places of Mexico.

I. Mexico I. Author II. Title

917.2 Let's travel in Mexico

Gei Geis, Darlene

Let's travel in Mexico
by Darlene Geis

Children's Press, Chicago. 1965

85p illus. map, photos.

(Let's Travel Series)

The color and customs, people
and places of Mexico.

I. Mexico I. Author II. Title

917.2 MEXICO - DESCRIPTION AND TRAVEL

Gei Geis, Darlene

Let's travel in Mexico
by Darlene Geis

Children's Press, Chicago. 1965

85p illus. map, photos. (Let's
Travel Series)

The color and customs, people
and places of Mexico.

I. Mexico I. Author II. Title



Activity 22

Objective: The student will use the card catalog to supply missing information about specific books.

Directions: Fill in all information that is missing on the worksheet forms. You may work with a partner, one pair to a drawer of the card catalog.

Examples of Worksheets:

YOUR NAME: _____ PERIOD: _____ DATE: _____

1. AUTHOR: Carr, Mary Jane

TITLE: _____

2. AUTHOR: _____

TITLE: Covered Bridge

CALL NUMBER: _____

3. CATS

AUTHOR: _____

TITLE: _____

PUBLISHER: _____ COPYRIGHT DATE: _____

YOUR NAME: _____ PERIOD: _____ DATE: _____

1. AUTHOR: _____

TITLE: _____

2. AUTHOR: _____

TITLE: Familiar Quotations

CALL NUMBER: _____

3. FISHES

AUTHOR: _____

TITLE: _____

PUBLISHER: _____ COPYRIGHT DATE: _____

Activity 22, con't

Examples of Worksheets:

YOUR NAME: _____ PERIOD: _____ DATE: _____

1. AUTHOR: Ness, Evaline _____

TITLE: _____

2. AUTHOR: _____

TITLE: Nine Days to Christmas

CALL NUMBER: _____

3. NEWSPAPERS

AUTHOR: _____

TITLE: _____

PUBLISHER: _____ COPYRIGHT DATE: _____

YOUR NAME: _____ PERIOD: _____ DATE: _____

1. ILLUSTRATOR: Wiese, Kurt

AUTHOR: _____

TITLE: _____

2. AUTHOR: _____

TITLE: Wild Bill Hickok Tames the West

CALL NUMBER: _____

3. WHALES

AUTHOR: _____

TITLE: _____

PUBLISHER: _____ COPYRIGHT DATE: _____

Activity 22, con't

Examples of Worksheets:

YOUR NAME: _____ PERIOD: _____ DATE: _____

1. AUTHOR: James, Will

TITLE: _____

2. AUTHOR: _____

TITLE: Johnny Tremain

CALL NUMBER: _____

3. JET PROPULSION

AUTHOR: _____

TITLE: _____

PUBLISHER: _____ COPYRIGHT DATE: _____

YOUR NAME: _____ PERIOD: _____ DATE: _____

1. AUTHOR: Duvoisin, Roger A.

TITLE: _____

2. AUTHOR: _____

TITLE: Eddie and Gardenia

CALL NUMBER: _____

3. DOLLS

AUTHOR: _____

TITLE: _____

PUBLISHER: _____ COPYRIGHT DATE: _____

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USING THE CARD CATALOG

Activity 23

Objective: The student will demonstrate the ability to find specific information in the card catalog.

Directions: Choose one topic from the card catalog and write the following:

1. Title of the book _____
2. Author of the book _____
3. Subject of the book _____
4. Publisher of the book _____
5. City where published _____
6. Copyright date _____
7. How many pages in the book _____
8. Does the book have illustrations, charts, photos, etc?
Which? _____
9. What is the call number of the book? _____

Review of Card Catalog:

10. Name the kinds of catalog cards for each book in the library.

11. John Jones wrote a fiction book. Write the call number you will find on the book _____
12. How are cards arranged in the card catalog? _____
13. How do you know which cards are in the drawers of the card catalog?

14. How can you tell which is a subject card? _____



USING THE READER'S GUIDE

Activity 25

Objective: The student will demonstrate the ability to find a pertinent article in the Reader's Guide and to interpret the information found in the entry.

Directions: Choose one topic from the Reader's Guide to Periodical Literature and write the following:

1. Title of the article _____
2. Author of the article _____
3. Title of the magazine _____
4. Subject of the article _____
5. Date of the magazine _____
6. Page numbers of the article _____
7. Is the article illustrated? _____
8. Does our library carry this magazine? _____

Review of the Reader's Guide

9. How can you find out what the full name of a magazine is? _____

10. How do you find out if our library gets the magazine you are interested in? _____

11. What do you need to know to find an article on a particular subject in the Reader's Guide? _____

MORE USING THE READER'S GUIDE



Activity 25

Objective: The student will reinforce skills necessary in interpreting data in the Reader's Guide to find specific information.

Directions: Find one magazine article dealing with each of the topics listed horizontally on the grid below. Fill in vertically all the necessary information for each article you find.

	Raquetball	Lawyers	Iran	Vegetables	Sports
1. Name of the article					
2. Name of the author					
3. Was the article illustrated?					
4. Full name of the magazine.					
5. Volume number					
6. Page numbers of article.					
7. Date of magazine					
8. Does our library carry this magazine?					



ALPHABETIZE NAMES

Activity 27

Objective: The student will alphabetize a list of authors by last name.

Directions: Arrange the following lists of authors in proper alphabetical order by last name.

List 1

K. M. Peyton
Julius Lester
Ann Petry
Elinor Parker
Rudyard Kipling
Rumer Godden
Cornelia Meigs
Carl Sandburg
Joseph Gollomb
Jeanette Eaton

List 2

P. L. Travers
Janet McNeil
David Mackay
Selma Lagerlof
George MacDonald
Kate Seredy
Andrew Long
Louise Rankin
Joseph Krumbold
Erich Kastner

List 3

Edith Nesbit
Gerald D. McDonald
William Mayne
Louis Untermeyer
David McCord
Marchette Chute
Jules Verne
Arnold Adoff
James H. Dougherty
Laura Ingalls Wilder

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ALPHABETIZE NAMES WITH TITLES

Activity 28

Objective: The student will alphabetize a list of authors by their last names.

Directions: Write the names of these authors with their book titles in the order they should be arranged on the shelf.

List 1

Cyrus Fisher, The Avion My Uncle Flew
Louisa May Alcott, Little Women
Esther Forbes, Johnny Temain
Charlotte Bronte, Jane Eyre
Lloyd Alexander, The Book of Three
Elizabeth C. Spykman, A Lemon and a Star
Marjorie Kinnan Rawlings, The Secret River
C. S. Lewis, The Lion, the Witch and the Wardrobe
Anne Holm, North of Freedom
Lucretia P. Hale, The Complete Peterkin Papers

List 2

Ellis Dillion, A Herd of Deer
John Rowe Townsend, The Intruder
Arthur Ransome, Swallows and Amazons
Esther Wier, The Loner
J.R.R. Tolkien, The Hobbit
Daniel Defoe, Robinson Crusoe
Margot Benary-Isbert, The Ark
Mary Hays Weik, The Jazz Man
Robert Louis Stevenson, Treasure Island
Rosemary Sutcliff, Warrior Scarlet

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THE 10 DEWEY CATEGORIES



Activity 29

Objective: Given titles of books, the student will assign number and categories based on the Dewey system.

Directions: On the lines below, write the names and Dewey numbers of the categories in which you would find these books. Remember, the Dewey number tells you two things: the location of the book in the library, and the general subject of the book.

Here are the 10 Dewey categories:

000-099	General Reference	500-599	Science
100-199	Philosophy	600-699	Useful Arts and Sciences
200-299	Religion	700-799	Fine Arts (art, music, sports, hobbies)
300-399	Social Science	800-899	Literature, Drama, Poetry
400-499	Languages	900-999	History - Travel

	<u>DEWEY NUMBER</u>	<u>CATEGORY</u>
EXAMPLE: <u>Exploring the Sun</u>	<u>500-599</u>	<u>Science</u>
1. <u>God and His People</u>	_____	_____
2. <u>Familiar Insects of America</u>	_____	_____
3. <u>Better Surfing for Boys</u>	_____	_____
4. <u>How Books are Made</u>	_____	_____
5. <u>Spanish for Beginners</u>	_____	_____
6. <u>Eastward to India</u>	_____	_____
7. <u>Johnny Appleseed and Other Poems</u>	_____	_____
8. <u>Child Life in Colonial Days</u>	_____	_____
9. <u>World Book Encyclopedia</u>	_____	_____
10. <u>How We Choose a President</u>	_____	_____
11. <u>Meet the Orchestra</u>	_____	_____
12. <u>Story of Planets, Space, and Stars</u>	_____	_____
13. <u>Who Built the Highway</u>	_____	_____
14. <u>The Ancient World</u>	_____	_____
15. <u>The Story of the F.B.I.</u>	_____	_____



SHELF SEARCH

Activity 30

Objective: The student will demonstrate the ability to determine categories of books from their Dewey numbers.

Directions: In the library, find books with the Dewey numbers listed below. In the blank space, write the subject of the book.

<u>NUMBER</u>	<u>CATEGORY OR SUBJECT</u>
582.13	_____
591.5	_____
793.8	_____
599	_____
796	_____
970.1	_____
916	_____
929	_____
398.2	_____
523.8	_____

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STUDY MATERIALS FOR REFERENCE TEST

Activity 31

Objective: The student will review information pertinent to locational skills and assess his/her understanding of the information.

Directions: The following are examples of the kinds of questions you will be expected to answer on the test over reference materials. Read each example carefully and circle the letter in front of the correct answer.

1. Know where in a book to look for specific information:

If you were reading a book about mountain climbing, and you wanted to know that "glissading" meant, you should look in the:

- A. index
- B. table of contents
- C. glossary
- D. bibliography

If you wanted to know what books or materials the author used to get ideas and information for his book, you should look in the:

- A. index
- B. bibliography
- C. glossary
- D. preface

2. Know which reference books would be the best sources of specific kinds of information:

If you wanted to look up weather statistics for the U.S. in 1954, you would probably look in an:

- A. encyclopedia
- B. atlas
- C. almanac
- D. thesaurus

If you wanted to know several words that mean about the same as "lethal", it would be best to look in a:

- A. dictionary
- B. encyclopedia
- C. thesaurus
- D. almanac

Activity 31, cont'd

3. Know how to use the dictionary, card catalog, and Reader's Guide.

A DICTIONARY ENTRY	READER'S GUIDE ENTRY
<p>cow-rie (kour'ē) <i>pl.</i> -ries, <i>also</i>, cow-ry, <i>n.</i> 1. small glossy shell of any of various sea snails, family Cypraeidae, commonly found in warm shallow waters of the Pacific and Indian oceans. The shell of the money cowrie, <i>Cypraea moneta</i>, is used as money by certain tribes of Africa and southern Asia. 2. one of these snails. [Hindi <i>kauri</i> small shell used as money, from Sanskrit <i>kaparda</i>; of Dravidian origin.]</p> <p>cow-skin (kou'skin') <i>n.</i> cowhide.</p> <p>cow-slip (kou'slip') <i>n.</i> 1. wild plant, <i>Primula veris</i>, of the primrose family, having fragrant yellow flowers. 2. a common marsh marigold, <i>Caltha palustris</i>, having deep-yellow flowers. 3. flower of either of these plants. [Old English <i>cūslippe</i> the plant <i>Primula veris</i>, from <i>cū</i> cow + <i>slippe</i> slime; probably because the flower grows profusely in well-manured cow pastures.]</p>	<p>MOUNTAINEERING Endless climb of Reinhold Messner; Nanga Parbat. J. Bernstein. <i>il</i> Read Digest 115:45-6+ O '79 World's most massive mountain—the challenge of Mauna Loa. E. Y. Elder. <i>il</i> Sci Digest 66: 93-6 N '79</p> <p>Accidents Groundfall. W. G. Higgins. <i>il</i> Sierra 64:50-5 N '79 Tragic death of Sonya Ross, 20, sparks a \$2.5 million lawsuit—and new, hard questions for Outward Bound. G. Borrelli. <i>il</i> por People 12:63-4 D 10 '79</p> <p>Bibliography Climbers and the mountains they climb. <i>il</i> Sierra 64:56-8+ N '79</p> <p>MOUNTAINS <i>See also</i> names of mountain ranges and peaks, e.g. Huachuca Mountains</p>
<ol style="list-style-type: none"> 1. Know what all the various parts of this entry are. 2. Be able to identify the differences in meaning of the definitions given. 	<p>Be able to identify the subject headings, the article titles, the author, whether illustrated, the magazine name, volume number, page number of the article and date of magazine.</p>

4. Know the meanings of the following words:

dictionary	almanac	preface
unabridged	atlas	table of contents
definition	thesaurus	text
encyclopedia	periodical	glossary
reference	literature	appendix
volume	abridged	bibliography
library	abbreviation	index
alphabetical	publication	author
biographical	biography	title
pamphlet	information	illustrator
title page	publisher	

5. Be able to read an index entry:

Find the key word
 Use cross references
 Utilize sub-topics

6. Be able to effectively read the information on card catalog entries. Be able to identify a subject, author, and title card; the call number, the author, the title, publisher, copyright date, number of pages, whether or not illustrated, and subject of the book.

TEST - USING REFERENCE MATERIALS

Activity 32



Objective: The student will demonstrate an understanding of locational aids.

I. Using Your Text

Directions: Put the letter of the best answer in the space at left.

- ___ 1. Where would you look in your language text to find where the chapter on Writing Paragraphs begins?
- A. Appendix
 - B. Index
 - C. Glossary
 - D. Table of Contents
- ___ 2. Where would you look in your social studies book to find the meaning of the term "ethnocentric"?
- A. Index
 - B. Bibliography
 - C. Glossary
 - D. Preface
- ___ 3. Where would you look in your language book to find the page references to the uses of commas?
- A. Bibliography
 - B. Table of Contents
 - C. Index
 - D. Glossary
- ___ 4. Where in a book would you expect to find supplementary information such as maps and charts?
- A. Glossary
 - B. Index
 - C. Appendix
 - D. Bibliography
- ___ 5. Where in a book would you expect to find information such as publisher and illustrator?
- A. Title Page
 - B. Preface
 - C. Table of Contents
 - D. Index

- ___ 6. Where in a book might you expect to find the author's reasons for writing the book?
- A. Title Page
 - B. Preface
 - C. Dedication
 - D. Appendix
- ___ 7. Information in the table of contents is listed:
- A. Alphabetically by subject
 - B. Chronologically by chapter
 - C. Randomly
 - D. None of the above
- ___ 8. Where in a book would you expect to find lists of similar books you might enjoy?
- A. Appendix
 - B. Bibliography
 - C. Index
 - D. Dedication

INDEX ENTRY

Dirigible Ballons; defined, 82; early experiments with, 83; how brought to earth, 92-94; advantages of, 96; uses for, 96

Use the above sample index to answer the following questions. Put the answer in the blank space to the left of the number.

- ___ 1. If you wanted to know what a dirigible balloon is, you would look on page ____.
- ___ 2. If you wanted to know if a dirigible is safer than an airplane, you would look on page ____.
- ___ 3. If you wanted to know who invented the dirigible, you would look on page ____.
- ___ 4. If you wanted to know if dirigibles are landed the same way as airplanes, you would look on page ____.

II. Using Reference Books

Directions: Put the letter of the best answer in the space at the left.

- ___ 1. Where would you look to find the meaning of the word philosophy?
- A. Thesaurus
 - B. Dictionary
 - C. Encyclopedia
 - D. Almanac

- ___ 2. Where would you look to find the most information about the history of the United States?
- A. Atlas
 - B. Almanac
 - C. Encyclopedia
 - D. Dictionary
- ___ 3. Where would you look to find the names of the states along the Columbia River?
- A. Encyclopedia
 - B. Almanac
 - C. Atlas
 - D. Dictionary
- ___ 4. Where would you look to find how much grain was produced in Kansas in 1964?
- A. Dictionary
 - B. Almanac
 - C. Atlas
 - D. Encyclopedia
- ___ 5. Where would you look to find the call number of a book about whales?
- A. Reader's Guide to Periodical Literature
 - B. Index
 - C. Glossary
 - D. Card Catalog
- ___ 6. Where would you look to find the weather patterns of the U.S.?
- A. Almanac
 - B. Atlas
 - C. Encyclopedia
 - D. Glossary
- ___ 7. Where would you look to find a list of words having nearly the same meaning as "excellent"?
- A. Dictionary
 - B. Index
 - C. Thesaurus
 - D. Card Catalog
- ___ 8. Where would you look to find a magazine article about the Iran situation?
- A. Card Catalog
 - B. Reader's Guide to Periodical Literature
 - C. Atlas
 - D. Encyclopedia

DICTIONARY ENTRY

cow-hide (kou'hīd') *n.* 1. hide of a cow or leather made from it. 2. strong, flexible whip made of braided leather or rawhide. —*v.t.*, -hid-ed, -hid-ing to whip with a cowhide; flog.

cowl (kou) *n.* 1. hood attached to a monk's robe. 2. monk's robe with a hood. 3. top front part of an automobile body to which the windshield, the instrument board, and the rear end of the hood are attached. 4. cowling. 5. covering, usually shaped like a hood, placed on the top of a chimney or vent to increase the draft. —*v.t.* 1. to cover with or as with a cowl. 2. to put a monk's cowl on; make a monk of. [Old English *cūle*, *cug(e)le* monk's hood, going back to Latin *cucullus* hood.]

Directions: Use the above dictionary entry to answer the following questions:

- ___ 1. The letters in parentheses following the word cowhide are the:
- A. Etymology
 - B. Definition
 - C. Pronunciation Guide
 - D. Part of speech
- ___ 2. The word cowl can be used as which parts of speech?
- A. Noun and adverb
 - B. Noun and verb
 - C. Verb and adjective
 - D. Verb and preposition
- ___ 3. Which definition of the word cowl best fits the following sentence? The new cowl was supposed to eliminate the smoke problem.
- A. Definition 2
 - B. Definition 3
 - C. Definition 4
 - D. Definition 5
- ___ 4. Which definition of the word cowl best fits the following sentence? His cowl was a soft, brown wool.
- A. Definition 2
 - B. Definition 3
 - C. Definition 4
 - D. Definition 5
- III. Using the Reader's Guide to Periodical Literature and the Card Catalog

CARD CATALOG EXAMPLES

Your future in the automotive industry

629.2
T
Taylor, Dawson
Your future in the automotive industry
Richards Rosen, 1963.
160p. (Careers in depth)

Partial contents: Automobile dealership; T
routine; The used-car manager; The test driver; I
be a craftsman?; Can you be a technician? Biblio

1. Automobile industry and trade 2. Vocati

VOCATIONAL GUIDANCE

#2

629.2
T
Taylor, Dawson
Your future in the automotive industry. [Rev. ed.]
Richards Rosen, 1963.
160p. (Careers in depth)

Partial contents: Automobile dealership; The salesman's daily
routine; The used-car manager; The test driver; Engineering; Can you
be a craftsman?; Can you be a technician? Bibliog. p. 158-60.

1. Automobile industry and trade 2. Vocational guidance I. T

#1

Directions: Use the sample card catalog cards above to answer the following questions. Write your answer in the space to the left.

- _____ 1. Card #1 is a _____ card.
- _____ 2. Card #2 is a _____ card.
- _____ 3. The title of the book is _____.
- _____ 4. The author is _____.
- _____ 5. The call number is _____.
- _____ 6. It has _____ pages.
- _____ 7. The copyright date is _____.
- _____ 8. The publisher is _____.
- _____ 9. The subject or topic of the book is _____.
- _____ 10. Does it include a book list?
- _____ 11. What would the call number be if the author wrote a fiction book?

VOCABULARY

Put the letter of the correct definition in front of the word it defines.

- | | |
|-------------------|--|
| ___ 1. biography | a. additional information included at the back of a book. |
| ___ 2. abridged | b. at the front of a book, a page giving author, title and publisher |
| ___ 3. volume | c. a room or building containing a collection of books. |
| ___ 4. library | d. an account of a person's life |
| ___ 5. unabridged | e. to shorten by leaving out less important parts |
| ___ 6. reference | f. an introductory statement by the author |

- | | |
|--------------------|---|
| ___ 7. periodical | g. a source of information |
| ___ 8. publisher | h. the person or company who prints a book |
| ___ 9. preface | i. a publication issued at regular intervals, but less often than daily |
| ___ 10. title page | j. gives definitions and pronunciations |
| ___ 11. appendix | k. not shortened or condensed; complete |
| ___ 12. glossary | l. one of a set of books |

SAMPLE: READER'S GUIDE TO PERIODICAL LITERATURE

RAILROADS

Accidents

Canada's lesson on train derailments. *Bus W* p43+ D 3 '79

Fear of a deadly fog; derailment of freight train carrying chlorine gas in Mississauga, Ontario. *Il Time* 114:72 N 26 '79

High stakes in a deadly game: Canadian railroads handling of hazardous materials. *V. Ross. Il Macleans* 92:25 N 26 '79

Mississauga nightmare. *W. Gerard. Il Macleans* 92:23-6 N 26 '79

Mississauga rattlers; questions of liability in railroad derailment. *A. Whittingham. Il Macleans* 92:46 D 3 '79

Acquisitions and mergers

Wedding bells on America's rails; plan to merge the Union Pacific and the Missouri Pacific. *map U.S. News* 88:8 Ja 21 '80

Crossings

Four feet, eight and a half inches. *B. B. Bachman. Il Blair & Ketchums* 6:46-8 D '79

Directions: Use the sample from the Reader's Guide to answer the following questions:

1. What is the main subject or topic heading?

2. How many sub-topics are shown?

3. What is the title of the first article listed?

4. What is the name of the magazine in the second article?

5. Who is the author of the third article?

6. Is the third article illustrated?

7. What volume number is the second article?

8. What page number does the second article begin on?

9. What is the date of the magazine listed in the second article?



WRITE YOUR OWN BOOK

Activity 33

Objective: The student will demonstrate an understanding of book parts and their purpose by writing a book. He/she will demonstrate an understanding of research procedures by locating background information for this book.

Directions: Select a fantasy creature you find interesting. Possibilities are gnomes, dwarves, elves, goblins, hobbits, trolls, giants. Your book must contain the following parts:

Title Page: Title of your book, author of your book (your name), date finished.

Preface: Introductory statement explaining either why you picked this topic or why the reader will find the book interesting.

Dedication: An expression of gratitude or respect to someone.

Table of Contents: Chapter numbers, chapter names, and page numbers. (Do this after you have written your book.)

Chapters: Four of them, as follows:

1. The Creatures: Clothing; religion; food; how they earn a living. Do they grow crops or gather wild plants? Do they work in factories, or on farms, or do they herd cattle, or hunt wild animals, or catch fish? Explain in detail. Draw pictures.
2. The Places Where the Creatures Live: Are their houses like yours, or are they built of mud, or stone, or grass? Or do the creatures sleep in the open or in natural shelters? Do they have villages, or towns, or cities? What does it sound like in these places? Explain in detail. Draw pictures.
3. The Environment: What is the climate like? Is there lots of rain, or little, or none? Are there big trees, dense forest or desert? Is the environment the same as ours? How is it different? What does the place look like? Does the land have many hills? Mountains? Flat country? Are there lakes? Rivers? Oceans? Explain in detail. Draw pictures, maps.
4. A Day in the Life of _____: Pretend you are someone your own age but that you are one of your creatures, and describe a day in your life there. You might write this description as you would a diary. What did you do first in the morning? What did you have for breakfast? (Do you eat three meals a day or more, or fewer?) Where did you go after

Activity 33, cont'd.

breakfast? Was it to school? If so, describe the school, the teacher, the other students. Or did you go hunting or fishing, or do some sort of chores? Or did you go to work at a job? What is your work like? Tell what your family, your friends, your pets look like; how they sound; how they act. What do you do when you come home after you have been away during the day. What is the last thing you do before going to sleep?

Bibliography: The title and authors, publishers, copyrights, and pages for all the books or magazines you used for ideas for your book. It should follow your last chapter. You must read at least three sources as background information. One must be a reference book, one a magazine article found using the Reader's Guide, and one a book located by using the card catalog.

Index: An alphabetical list of items in your book, with page numbers. It should include all personal and place names you mention, as well as topic items. It follows the bibliography.

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ANSWER KEY WITH NOTES TO TEACHER

The most important part in correcting these activities is the class discussion of the process involved; how a student went about finding the required information. (Example: Did he/she use the index? If so, what topic heading or key word was used? If not, how was the information located?)

Activity 1 The Text as a Tool



A sample of learning aids that students may list:

title page	sub-headings
author information	italics
copyright date	chapter review
table of contents	index
page numbers	glossary
titles	bibliography
headings	

Accept all answers, provided the student can tell you how the item would be useful or helpful.

Activity 2 What are the Parts of Your Text?



Answers will vary dependent on the particular text being studied. Be sure to discuss answers with your students.

Activity 3 Choosing the Right Book



Discuss the answers to Read and think over after giving your students time to read through the information. The questions concerning table of contents must be altered to suit the text being studied. These were based on Our Language Today Level G, by David A. Conlin, George R. Herman and Jerone Martin; American Book Company, 1978.

Read and think over:

- | | |
|-------------|--------------|
| 1. history | 4. geography |
| 2. health | 5. science |
| 3. language | 6. language |

Testing Yourself:

- | | |
|------|-------|
| 1. F | 6. B |
| 2. D | 7. A |
| 3. G | 8. C |
| 4. H | 9. E |
| 5. G | 10. A |

1. 6; chapters 3, 5, 7, 9, 11, 13
2. Page 350
3. Yes, chapter 14, page 341
4. Yes, chapter 8



Activity 4 More Choosing the Right Book

These answers should be discussed carefully with students; there may be other acceptable answers if the student can supply a justifiable reason.

To read and do by yourself:

1. 9, 10, 11
2. 9, 10, 15
3. 4, 12
4. 8, 13
5. 9
6. 9, 10
7. 16
8. 9, 11, 14
9. 9
10. 5, 9, 11

Activity 5 Learning to Use the Index



Although these activities are based on an index taken from a text, the skills taught will be very important in using most reference books.

To read and think over:

1. They are arranged alphabetically.
2. coal - beginning iron - middle
oil - middle soap - end
weaving - end pottery - middle
matches - middle kaolin - middle
3. bears masses
beavers monkeys
forests moon
fossils mosquitoes
4. 2
5. bicycles, canals, dogs, how women carry loads
6. 356-358; 390-404; 357; 408-410
7. 356-358
8. cold lands, dry lands, hot lands, mountainous lands, and wet lands

Finding and writing answers

You will need to change the questions in the section to suit your text. These are based on Our Language Today.

Activity 6 More Alphabetical Ordering



- | | |
|---------------|------------------|
| 1. apples | 11. potassium |
| 2. beans | 12. potatoes |
| 3. benzine | 13. rainfall |
| 4. candles | 14. sheep |
| 5. canning | 15. shoes |
| 6. corn | 16. stoves |
| 7. mining | 17. strawberries |
| 8. phosphates | 18. turpentine |
| 9. phosphorus | 19. whaling |
| 10. potash | 20. wheat |

Activity 7 Practice with Sub-Topics



To read and think over:

1. Automobiles; exports of, 189
2. Grains; for sheep, 47
3. Indiana; corn, 44
4. Clothing; wool, 104
5. Maryland; shipbuilding, 188
6. Butter; substitute for, 71
7. Alfalfa; honey from, 61
8. Indiana; coal, 145
9. Clothing; linen, 117
10. Indiana; oil, 159

Activity 8 Practice Using Cross References



To read and do by yourself

1. no
2. water power
3. wood
4. wheat
5. coal, gas, petroleum, wood
6. 175
7. coal
8. cotton
9. cattle
10. no

Activity 9 Practice Using the Index



To read and do by yourself:

1. 18-25
2. 182

3. 233 (fig. 72)
4. 128-130
5. 274 (fig. 184)
6. Fig. 117, pg 412
7. 119, 216
8. 311 (fig. 224)
9. Main topics: Arabs, Argentina, Canton, Ceylon
10. Sub-Topics: in commerce, Arab plowing, agriculture, climate, commerce, forests, harbor, map, railways, China, Ohio, river; animal products, climate and surface, exports, minerals, graphite, value of.

Activity 10 Key Words and Sub-Topics



Talking Together:

- I.
 1. gasoline
 2. corn
 3. cricket
 4. fish
 5. Brazil
- II.
 6. wheat
 7. corn
 8. Puritans
 9. Columbia River
- III.
 10. defined
 11. advantages of
 12. early experiments with
 13. how managed in the air
 14. uses for
 15. how brought to earth

Writing Answers:

In this section, you must alter the questions to suit the text your students are using. These are based on Our Language Today.

1. 42, 43, 54, 57, 336, 404, 298, 302, 304, 383
2. 19-23, 27-28, 29
3. 241, 336, 404, 345, 20-22, 27, 28, 336-337, 383, 42, 43, 54, 57
4. 72-75, 79, 81, 377, 384-385, 396

Activity 11 More Practice Finding Key Words

- | | |
|-----------------|------------|
| 1. tuberculosis | 6. gold |
| 2. streets | 7. corn |
| 3. wool | 8. Florida |
| 4. apples | 9. forests |
| 5. cocoa | 10. wheat |



Activity 12 More Practice with Sub-Topics

1. source of, 118
2. almonds, 36



3. copper, 361; precious metals, 368
4. demand for, 275
5. early uses of, 232
6. from Ireland, 289
7. growth of Industry, 420
8. description and use, 27, 28
9. description and use, 27, 28
10. cultivation of, 430

Activity 13 Even More Practice with Sub-Topics



- | | |
|------------|-------------|
| 1. 212 | 6. 97 |
| 2. 84 | 7. 69, 70 |
| 3. 134 | 8. 172 |
| 4. 134-136 | 9. 110, 118 |
| 5. 71 | 10. 27 |

Activity 14 Worksheet for Reference Books



Ask students to fill out one copy of this form for each reference being studied. Answers will vary according to specific books being used. It is important to discuss these answers in class, comparing the various references.

Activity 15 Skill Development in Dictionary Use



1. The Alphabetical Order of Things

- | | |
|-------------|------------|
| 1. animals | 5. message |
| 2. blizzard | 6. pounce |
| 3. carriage | 7. wipe |
| 4. known | 8. yard |

2. Using the Quarter System

labor <u>2nd</u>	huge <u>2nd</u>	popularity <u>3rd</u>
colorful <u>1st</u>	unsanitary <u>4th</u>	equipment <u>2nd</u>
welfare <u>4th</u>	anxious <u>1st</u>	newcomers <u>3rd</u>

3. Guide Words - Answers will vary depending on the dictionary used.
4. Key Words - Answers will vary depending on the dictionary used.
5. Preferred Pronunciation

truculent - 1st pronunciation
 pretense - 1st pronunciation
 rodeo - 2nd pronunciation
 cocaine - 2nd pronunciation
 Lombardy - 1st pronunciation

6. Parts of Speech

nastiness - noun
 toxic - adjective

legend - noun
lustily - adverb
allot - verb

7. Different Meaning of a Word

- a. Canopy - rooflike covering
- b. Jet - a spout for emitting a stream of water or gas
- c. starch - a white, odorless, tasteless food substance
- d. vault - a room for safekeeping of valuables, as in a bank
- e. bar - the part of a law court where judges sit or where prisoners are brought to trial

Activity 16 Finding General Information



For numbers 1, 2 and 4, there are a number of possible answers in addition to those listed here. The particular volume in which the answers are found will vary widely.

1. "Alexander's Ragtime Band"
"God Bless America"
"Always"
2. "The Starry Night"
"Portrait of Armand Rovlin"
3. Miss Lou Henry, 1899
4. The Celebrated Jumping Frog of Calaveras County, and Other Sketches
Innocents Abroad
Adventures of Tom Sawyer
The Adventures of Huckleberry Finn
5. New York Assembly, 1881
Member of U.S. Civil Service Commission
Secretary of Navy
Governor of New York
6. Princeton
7. Denison, Texas; October 14, 1890
8. Founder of the American Red Cross
9. Will vary
10. Adams, Mass; February 15, 1820

Activity 17 The Great Search



The answers to this activity will vary dependent on the reference materials available to students.

Activity 18 Finding Information in varied Sources



- I.
 1. milligram
 2. Revolutions per minute
 3. Limited
 4. World Health Organization
 5. Illinois
 6. Road
 7. Chief Justice
 8. et cetera, meaning "and the like"
 9. gram
 10. watercloset, without charge

- II.
 1. Any Englishman, England
 2. German scientist (X-rays), Nobel Prize
 3. Joan of Arc
 4. God of the sea in Roman myth
 5. W. F. Cody
 6. Town near Boston, Mass., site of first battle of American Revolution.
 7. Southern states of U.S.
 8. Prince of Denmark in Shakespeare's play
 9. Magician who served as counselor for King Arthur
 10. Five international prizes awarded annually in physics, chemistry, medicine, literature, and promotion of peace.

- III.
 1. Gorrie 1851
 2. H. B. Reasor, 703#, Jacksonville Beach, FL July 5, 1975
 3. Seattle First National Bank, 609'
 4. 1861, 2118
 5. El Centro, Calif., 5/20/46
 6. Joe Leonard

- IV.
 1. It is used in perfume; it is valuable.
 2. Made vaccine to prevent smallpox.
 3. Silversmith
 4. Ethan Allen; Revolutionary War
 5. Stonewall - because he stood like a stone wall.
 6. Leonardo DaVinci
 7. Alexander Selkirk, a Scottish sailor
 8. On water
 9. By rubbing their back feet together.
 10. 6 minutes.

- V.
 1. torso, person, trunk.
 2. monstrosity, abnormality, aberration
 3. draw out, elongate, prolong, stretch
 4. rebuke, reprimand, admonition
 5. magic, sorcery, alchemy, witchery, wizardry

- | | | | | |
|-----|----|----|----|-----|
| VI. | a. | SE | f. | SW |
| | b. | NE | g. | NNW |
| | c. | SW | h. | NE |
| | d. | SW | i. | SSW |
| | e. | NW | j. | SE |

VII. The answers will vary dependent on which five people the student decides to investigate.

Activity 19 Reference Race



The references in which the answers to these questions can be found will vary depending on the materials available in your library. Possible sources of each answer are listed.

Advanced students could work in the library to prepare the other 80 questions necessary for this activity.

1. Who's Who in America; Who's Who
2. Historical Atlas; Atlas of American History
3. Webster's Biographical Dictionary; New Century Cyclopedia of Names
4. World Almanac; Information Please Almanac
5. Information Please Almanac
6. Current Biography
7. Americana Encyclopedia
8. Goode World Atlas; Rand McNally World Atlas
9. Compton's; World Almanac; Information Please Almanac
10. World Book; Information Please Almanac
11. Reader's Guide
12. Reader's Guide
13. Funk & Wagnalls New Standard Dictionary, unabridged
14. Bartlett's Familiar Quotations; Home Book of Quotations; New Cyclopedia of Practical Quotations
15. Bartlett's Familiar Quotations
16. New Cyclopedia of Practical Quotations
17. Bartlett's Familiar Quotations
18. Funk and Wagnall's New Standard Dictionary, unabridged; Webster's New International Dictionary, second edition, unabridged
19. Bartlett's Familiar Quotations
20. New Century Cyclopedia of Names

Activity 20 Comparison of Reference Resources



Answers will vary widely dependent on the sources the student chooses to compare and on the research topic being investigated.

Activity 21 Catalog Cards



These cards can be reproduced as transparencies or dittos and used to help students understand the information available to them on card catalog entries.

Activity 22 Find Us Fast



The teacher will need to make additional worksheets of the type shown. Possibly advanced students could also do this. If these samples are used, check to make sure your library carries the required books.

- A. 1. The Happy Dolphins
2. Hough, Emerson
3. Fichter, George S.
Cats
Golden Press, 1973
- B. 1. Jacobs, John
2. Bartlett, John
Ref. 808.88 Ba
3. Coe, Geoffrey
The How and Why Wonder Book of Fish
Grosset, 1963
- C. 1. Disease Detectives
2. Saliger, J.
808.831 Sa1
3. Proctor, George L.
Ancient Scandinava
John Day, 1965
- D. 1. O'Brien, Jack
The Return of Silver Chief
2. Holbrook, Steward H.
921 Ho1
3. Cook Joseph J.
Warrier Whale
Dodd, Mead, 1966
- E. 1. Lone Cowboy
2. Forbes, Esther
Fo
3. Lady Plowden etc.
Gems and Jewelry
Young Readers Press, 1973
- F. 1. They Put Out to Sea
2. 591 Dev
3. Arthur, Ruth
A Candle in Her Room
Atheneum, 1966

Activity 23 Using the Card Catalog



Answers 1 through 9 will vary depending on the topic chosen.

10. author; title, subject
11. FIC
JON
12. Alphabetically by author, title and subject.
13. On the outside of each drawer is a label saying which beginning letters are included in that drawer.
14. Subject headings are printed in all capital letters.

Activity 24 If It's New



Answers will vary. Be sure students know where in the library to find the list of periodicals subscribed to.

Activity 25 Using the Reader's Guide



Answers 1 through 8 will vary dependent on the topic selected.

9. Look at the key to abbreviations found at the front of the Reader's Guide.
10. Look at the list posted in the library.
11. You need to know what topic heading that subject might be listed under.

Activity 26 More Using the Reader's Guide



Answers will vary dependent on the articles found.

Activity 27 Alphabetize Names



List 1

Eaton, Jeanette
 Godden, Rumer
 Gollomb, Joseph
 Kipling, Rudyard
 Lester, Julius
 Meigs, Cornelia
 Parker, Elinor
 Petry, Ann
 Peyton, K. M.
 Sandburg, Carl

List 2

Kastner, Erich
 Krumbold, Joseph
 Lagerlof, Selma
 Long, Andrew
 MacDonald, George
 MacKay, David
 McNeil, Janet
 Rankin, Louise
 Sereby, Kate
 Travers, P. L.

List 3

Adoff, Arnold
Chute, Marchette
Dougherty, James H.
Mayne, William
McCord, David
McDonald, Gerald D.
Nesbit, Edith
Untermeyer, Louis
Verne, Jules
Wilder, Laura Ingalls

Activity 28 Alphabetize Names with Titles



List 1

Alcott, Louisa May
Alexander, Lloyd
Bronte, Charlotte
Fisher, Cyrus
Forbes, Esther
Hale, Lucretia P.
Holm, Anne
Lewis, C.S.
Rawlings, Marjorie Kinnan
Spykman, Elixabeth C.

List 2

Benary-Isbert, Margot
Defoe, Daniel
Dillion, Eilis
Ransome, Arthur
Stevenson, Robert Louis
Sutcliff, Rosemary
Tolkien, J.R.R.
Townsend, John Rowe
Weik, Mary Hays
Wier, Esther

Activity 29 The 10 Dewey Categories



1.	200 - 299	Religion
2.	500 - 599	Science
3.	700 - 799	Fine Arts
4.	600 - 699	Useful Arts and Sciences
5.	400 - 499	Languages
6.	900 - 999	History - Travel
7.	800 - 899	Literature
8.	900 - 999	History
9.	000 - 099	General Reference

- | | | |
|-----|-----------|----------------|
| 10. | 300 - 399 | Social Science |
| 11. | 700 - 799 | Fine Arts |
| 12. | 500 - 599 | Science |
| 13. | 900 - 999 | History |
| 14. | 900 - 999 | History |
| 15. | 900 - 999 | History |

Activity 30 Shelf Search



- | | |
|-------|-------------------------------|
| 581.2 | wildflowers |
| 591.5 | animals (ecology of) |
| 793.8 | magic (games, science) |
| 599 | mammals |
| 796 | sports (outdoor) |
| 970.5 | Indians |
| 916 | Africa |
| 929 | flags |
| 398.2 | legends, folk and fairy tales |
| 523.8 | stars |

Activity 31 Study Materials for Reference Test



These materials should be studied by the student and then discussed thoroughly in class prior to the test.

1. C
B
2. C
C

Activity 32 - Test - Using Reference Materials



- | | | |
|------|---|----------|
| I. | 1. D | 5. A |
| | 2. C | 6. B |
| | 3. C | 7. B |
| | 4. C | 8. B |
| | 1. 82 | 3. 83 |
| | 2. 96 | 4. 92-94 |
| II. | 1. B | 5. D |
| | 2. C | 6. B |
| | 3. C | 7. C |
| | 4. B | 8. B |
| | 1. C | 3. D |
| | 2. B | 4. A |
| III. | 1. title | |
| | 2. subject | |
| | 3. Your Future in the Automotive Industry | |
| | 4. Dawson Taylor | |

5. 629.2 T
6. 160
7. 1963
8. Richards Rosen
9. Automobile industry and trade;
vocational guidance
10. yes
11. Fic Tay

Vocabulary

- | | |
|------|-------|
| 1. D | 7. I |
| 2. E | 8. H |
| 3. L | 9. F |
| 4. C | 10. B |
| 5. K | 11. A |
| 6. G | 12. J |

1. railroads
2. three
3. Canada's Lesson in Train Derailments
4. Time
5. V. Ross
6. yes
7. 114
8. 72
9. November 26, 1979

Activity 33 Write Your Own Book

This is a lengthy activity that will require seven to ten days. Students seem to enjoy it for the most part, and have produced imaginative, lively results.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A summary of this project, including the problem, the purpose, a resume of the literature, the procedures used, and an outline of the syllabus are presented in this chapter. Recommendations for future research and/or projects are made. Conclusions regarding the effectiveness of the syllabus are discussed.

Summary

This project was based on the realization that content teachers assume student knowledge or skill that the student, in fact, does not possess. According to Herber, "To teach well, we must show the learner how to do what is required of him and do it in such a way that he develops an understanding of the process." (7:v) Further, Herber stated "...we must grant that all students need guidance in the proper use of their texts..." (7:24) The ability to locate information efficiently and independently requires a number of high level reading skills which need to be developed by the content teacher. The purpose of this project was to develop a syllabus that could be utilized by any content teacher to aid students in more competent use of their text and reference materials, because, as noted by Herber, "...the essence of good teaching is showing students how to do what they are required to do... (7:24)

A review of the literature related to reading in the secondary content areas revealed a concern with helping students become independent, lifelong learners, and a concern with higher-level reading skills. The authorities stated the necessity of students being able to locate pertinent information independently, whether in a text or in other reference materials. In order for students to become independent learners, skill development in use of text, use of references, use of locational aids, and use of the Dewey Decimal System were advocated by the authorities. Also noted in the literature was the lack of research in secondary reading as a whole, and the total absence of research dealing specifically with locational skills.

Two basic procedures were followed in the construction of this project. First, a study of the literature was made to support the need for this project. Second, teaching activities from various sources were collected, tried, and possibly modified before being included in the syllabus.

The syllabus itself contains an introduction and explanation, thirty-three teaching activities, and an answer key with notes to the teacher. All activities include an objective to help focus on the skills presented. Most are ready for student use, a few require modification by the teacher.

Conclusions

The activities included in the syllabus were effective in teaching seventh grade students locational skills. In the final written

student activity, students were able to effectively use indexes, reference materials, Reader's Guide and card catalog to find information relevant to their topics. They demonstrated a knowledge of book parts and their purpose by constructing a four chapter book. Scores on the teacher-constructed multiple choice test indicated a knowledge of location aids and skills.

As the materials in the syllabus continue to be used, necessary revisions, modifications and additions will be made.

This project has made no attempt to deal with the skills necessary to students once information has been located. According to Burron and Claybaugh (4:22), in addition to locating information, students must evaluate the material, organize the information, be able to retain the information for a set task, and adjust their rate of reading to suite their purpose. O'Connor (12:104, 105) stated that in addition to locating and gathering information, the student must develop skills in organizing and evaluating. O'Connor (12:104) further stated the basic skill that leads to most of the others is the ability to find the main idea of a sentence, paragraph or section. McKee (10:464, 465, 468) listed the following as important skills: judging the importance of statements, checking a printed statement, and judging an author's statements. These skills should also be taught to students.

Recommendations

There are many possibilities for both future research and future projects in the area of helping students master content area

skills. Future research could study the value of teaching locational skills to students and answer questions such as: Do locational skills aid students in learning? If so, which particular skills and/or teaching methods proved more useful? This project could be expanded to develop skills such as ability to evaluate material by specific criteria, ability to organize information in a meaningful way, and ability to identify the main idea and supporting details, all of which are necessary once information has been located.

Workshops could be implemented to help teachers deal more effectively with the reading skills necessary in the secondary content areas.

This proved to be a worthwhile project that helped seventh grade students become more adept in locating information.

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APPENDIX

JUL 28 A.M.

Please note: Signatures have been removed due to privacy concerns.

136 Pt. Fosdick Circle
Gig Harbor, Wa 98335
July 23, 1980

Houghton Mifflin Company
2 Park Street
Boston, Mass 02107

Sir:

I am a graduate student pursuing my Master's degree at Central Washington University. The title of my project is "Learning Activities to Enable Students to Master Content Area Skills" and it deals basically with teaching students to locate information.

I would like permission to include in my project definite lessons, 1, 2, 3 pages 433-441 and special exercises 1-12 pages 442-452 from The Teaching of Reading by Paul McKee (1948). I will give credit in the project to the source of these lessons.

A prompt reply would be greatly appreciated. I have a September 1 deadline to meet.

Sincerely,

Roberta C. Batey

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August 28, 1980

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136 Pt. Fosdick Circle
Gig Harbor, WA 98335

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