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A Program for Teaching Media Research Skills to Sixth and Seventh Grade Students in the Eastmont Middle School

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A PROGRAM FOR TEACHING MEDIA RESEARCH SKILLS
TO SIXTH AND SEVENTH GRADE STUDENTS
IN THE EASTMONT MIDDLE SCHOOL

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Sally Hawkins Cooper
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This paper presents a program for teaching media/research skills by integrating them with study assignments in curriculuar areas developed by classroom teachers. It is planned to be carried out in the Instructional Resource Center with both the classroom teacher and the librarian present. Evaluation is provided for student diagnosis and program improvement.

Recommendations include the adoption of this program for the Eastmont Middle School.

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And special thanks to my husband for his support, tolerance and help during the siege.

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CHAPTER I

INTRODUCTION

In 1977 the Eastmont School District embarked upon an expansion and building program that will result in a new organization of age groupings and new opportunities for teaching in the fall of 1979. A new high school building will house the present three year program. The old high school will function as a new eighth and ninth grade junior high school. The present junior high school will become a sixth and seventh grade middle school. The elementary buildings will contain grades kindergarten through five. This plan offers relief to the present overcrowding throughout the district and challenges educators to look for innovative programs for a specific school population. It is upon certain needs of the middle school program that this study will focus. The program will be influenced by both the views of educators and the opinions of the community it will serve.

The greater East Wenatchee area from which the Eastmont school district draws is largely a bedroom community for the more industrialized Wenatchee area directly across the Columbia River. The majority of our families make their living in Wenatchee. The area has a substantial agricultural base (mostly tree fruits) and a growing number of retail stores and service businesses. This lack of industry has a direct effect on the tax base and could cause a problem on school funding. To date the voters have been supportive of schools and willing to pass school levies. Our school population draws from a full range of socio-economic levels,

and as students will funnel from six elementary schools into the middle school, racial integration will be automatic. Actually the district has a low percentage of minority ethnic groups. Represented are American Indians, Chicanos and Orientals. The district is a racial mix typical of north central Washington. The enrollment is running about 3,600 a year. The middle school will handle about six hundred of these students.

Middle schools remain an elusive entity. While there are many conflicting ideas about what a middle school should be, there are a few points of agreement. A middle school may contain grades five through eight, and a middle school should contain three or four grades (25:6). In contrast to the prevailing view, the Eastmont Middle School will contain grades six and seven only. It is also agreed that a middle school has a peculiar challenge in educating preadolescent learners. Programs and methods can be developed for this specific group that will enhance their learning opportunities.

In anticipation of the coming move, a committee of Eastmont teachers and administrators was formed and charged with the task of developing a philosophy and curriculum for the new school. As physical, emotional and educational needs of eleven to thirteen year olds were identified, an educational philosophy began to emerge. Opportunities for individualization and small group tasks are implied by the wide range of maturity. The use of the Instructional Resource Center (IRC) becomes more significant under these circumstances. With the focus of attention on the learner and his unique needs, independent use of the IRC becomes a necessity to the classroom teacher, the librarian, and the student alike. If we are to set the transescent free to pursue his own interests, we must give him the tools with which to do it. By

freeing him of dependence on the encyclopedia and the librarian, the young learner grows in self-reliance and self-esteem. All concerned have a vested interest in his ability to find and use materials needed and of interest to him.

THE PROBLEM

The purpose of this study is to develop a program guide for teaching media/research skills suitable to the unique needs of Eastmont middle school students. The program guide will consist of proposed classroom teaching units that necessitate research for completion. The majority of the lessons will be drawn quite naturally from the language arts and social studies departments. Lessons from the mathematics-science block of time and from the exploratory subjects will be developed to acquaint students with the special tools related to those disciplines. A problem with this approach to teaching media/research skills is to insure that each student is being exposed to the information he needs to function independently in the Instructional Resource Center. A simple method of keeping records must be developed to solve that problem.

The procedures for developing the guide include a review of the Middle School Task Force findings and the materials from which it was drawn, a review of media research skills necessary to promote scholastic achievement, interviewing teachers to determine suitable teaching units for integrating the review of media/research skills with classroom assignments, and a search for teaching aids presently available to the district. The inclusion of these relevant concerns should insure a program of worth that can be implemented when the middle school opens.

GLOSSARY

To facilitate the understanding of the reader, the following glossary has been prepared,

Flexible Scheduling

With flexible scheduling teachers sign up for the use of the Instructional Resource Center as they need research time for their students. This permits maximum use of the facilities by individuals and small groups.

He

With apologies to feminists who seek equal inclusion, this writer has chosen to use an editorial "he" meaning all students, male and female.

Instructional Resource Center

The area housing the media, print and nonprint, used in support of the academic program will be called the Instructional Resource Center or IRC.

Librarian

While a more modern and specific term might be Library-Media Specialist, for the sake of brevity, Librarian will be used to designate the certified person in charge of the Instructional Resource Center.

Library Skills

Three areas of concern are usually implied when mentioning library skills. They are literary concerns, study skills concerns, and media/research skills concerns.

Media/Research Skills

The subgroup of library skills necessary for the location and effective use of print or nonprint information will be termed Media/Research Skills.

Middle School

Contrary to prevalent usage, Middle School in the Eastmont School District will identify the building housing sixth and seventh grades only.

Reference Books

Books used to locate specific information are commonly termed reference books. They are seldom read from beginning to end and are often shelved separately from the general collection.

Skills

The word Skill; as commonly used by librarians, is a generic term, encompassing the necessary knowing behavior, performance behavior and the appropriate feeling behavior to completing the act of using a library tool. Thus when the writer refers to media/research skills as 1. card catalogue, 2. Dewey Decimal System, it is understood that the card catalogue and Dewey Decimal System are not skills in themselves, but that a series of learnings, attitudes and actions are necessary to using them successfully.

Transescence

Transescence is the stage of development which begins prior to the onset of puberty and extends through the early stages of adolescence. Since puberty does not occur for all precisely at the same chronological age in human development, the transescence designation is based on the many physical, social, emotional, and intellectual

changes that appear prior to the puberty cycle to the time when the body gains a practical degree of stability over these pubescent changes (21:3).

Transescent

One who is in the developmental stage of transescence.

ORGANIZATION OF THE REPORT

The remainder of the report is divided into four chapters. Chapter II contains the review of the literature related to child development, middle schools and the teaching of media/research skills. Chapter III deals with the procedures used in making this study. In Chapter IV will be found the development of the guide and the guide itself. Chapter V contains some recommendations resulting from the study and a summary of the report. Following the final chapter will be a bibliography that the writer found useful in developing this report plus an Appendix containing Student Learning Objectives, record keeping forms, a table of library skills, the philosophy statement from the report of the Eastmont Middle School Task Force, and facsimiles of job cards used in the program.

CHAPTER II

REVIEW OF THE LITERATURE

What one knows in his youth is
of little moment; they know enough
who know how to learn.

Henry Brooks Adams (2:697)

THE SIXTH AND SEVENTH GRADER

Perhaps our first task is to identify this student we propose to teach by finding what specialists in human development can tell us about the eleven to thirteen year old. The rapid changes that beset the transient are well characterized by Frank Bunker when he writes,

While the advent of adolescence brings no greater break than does the change of night into day, yet as night differs from day, imperceptible though the transition from one to the other may be, so characteristics of the child differ from those of the youth (12:2).

Gesell's longitudinal studies of characteristics of human development show a basic change at age ten (an age zone rather than a precise moment), "Ten marks a turn in the spiral of development. The behavioral beginnings of adolescence appears at about eleven" (10:4).

Specific characteristics of eleven year olds as described by Gesell are as follows: He is constantly active, bursting with energy, noisy, highly competitive and enjoying challenge, he is beginning to experience awareness of self, his capacity and feelings. His career choices become more real. He likes collecting and arranging. His interests are shifting rapidly and he likes frequent changes in jobs.

He likes competition and team sports and anything about food. He fatigues rapidly, feels tension between his own ethical standards and pressure from his peers. He is assertive,

By age twelve, peer group pressure has the pervasive role. He is able to do independent work or work in groups and pursues self-chosen tasks eagerly. His enthusiasm is sustained for longer periods of time but he likes variety. He is not so competitive and shows more interest in the opposite sex. He can really relax when the pressure is off, is less inhibited and enjoys a sense of humor.

The thirteen year old is becoming aware of his inward self and the outer world. He is in the process of assimilating new experiences and knowledge, and withdraws from others. He is termed moody and self-absorbed, and reflective. He experiences rapid changes in mood and his reasoning power is increasing. He holds some independence from the peer group and is more indifferent to the opposite sex. He works well in small groups. While calmer, he has a high energy level, is better organized, self controlled and responsible. His ability to concentrate has increased (10:37-104).

Research has shown that sixth and seventh graders perform less well academically than fifth graders, they are non-intellectual. They cannot sit for long periods of time but must have physical things to do (23:64).

Jean Piaget charts mental development in three stages:

Stage	Approximate average age in years at entry and exit		
Intuitive Thought	4	-	7
Concrete Operations	7	-	11
Formal Operation	11	-	15

Our student will be moving from the stage of concrete operations, described as:

. . . developing the concepts of number, relationships, processing and so on. They are becoming able to think through problems mentally, but they always think in terms of real (concrete) objects, not abstractions. They are developing greater ability to understand rules (6:3).

and moving into formal operations.

Students can think using abstractions. They form theories about everything, and they are very concerned with the possible as distinct from the actual. They are reaching the level of adult thought (6:3).

Robert Havighurst (13) believes that all humans go through a series of developmental tasks. They accomplish the tasks at different ages but do not proceed to a more advanced stage until they have been successful at the entry level task. He sees the significant tasks of middle childhood to be:

1. Learning physical skills necessary for games and activities.
2. Building wholesome attitudes towards oneself; developing habits of good care of self, use of body, wholesome attitudes toward sex.
3. Learning to get along with age-mates, developing a social personality.
4. Learning an appropriate masculine or feminine social role.
5. Developing fundamental skills in reading, writing and calculating.
6. Developing concepts necessary for everyday life.
7. Developing conscience, morality and a scale of values.
8. Achieving personal independence
9. Developing attitudes toward social groups and institutions.

One characteristic of most developmental tasks is the teachable moment when a task is most easily assimilated. Some tasks reoccur throughout life in increasingly complex forms. Getting along with the peer group is one of these. Later successes are based on important earlier experiences during the middle school years. Havighurst's list of tasks is extensive and must be taken into account when planning middle school programs.

The Washington State guidelines for middle schools speaks to the needs of transescents. They are identified as:

1. Adults who understand them,
2. Opportunities to develop a good self-image,
3. To be of value to his society,
4. Opportunities to find areas of success,
5. Opportunities of exploration that will help discover interests and abilities,
6. Activities that meet physical needs,
7. Structures that provide limits and give security,
8. To have time to be with his peers and
9. Opportunities to continue the development of basic skills begun in the elementary classroom (12:6).

The Eastmont Middle School Task Force considered the foregoing needs and characteristics of the transescent in developing their philosophy statement. The philosophy statement is reproduced in the appendix.

TEACHING MEDIA/RESEARCH SKILLS

All of these approaches to the transescent must be considered when curricular decisions are being made.

Different from the child he is and from the adult he may become, this is his most receptive and impressionable age. Possessed of boundless energy, dependent on others--yet resenting this dependence on others, courageous, sensitive, groping, insecure in the tenuous nature of the adolescent world, the junior high school pupil presents a great challenge to teachers and librarians alike (22:4).

So speaks Faith Murdock of this age student. In what way then can the middle school media center best contribute to the learner and the

learning? Charlene Swarthout states, "The objective of the instructional program is to provide continuing opportunities to develop the ability to learn to learn" (31:155). Jerome Bruner puts it this way, "Learning to learn is a far more basic type of learning than coaching the child on school learning" (31:52). Giving the students the opportunity to be aware of the existence of all the available resource materials, the tools to locate the materials, and the skills to use the materials once found must be our goal.

Research done by Melvyn Bowers (3) in 1971 revealed little difference in scope and sequence for teaching library skills in twenty-two written plans that he surveyed. Media skills include book arrangement, use of call numbers, card catalogue, Dewey Decimal System, indexes, encyclopedias, year books, atlases and maps, dictionaries, almanacs, Reader's Guide to Periodical Literature, and special subject area references. Recently added are familiarity with cassette tape recorders and players, Super 8 projectors and film loops, film strip viewers, records, opaque and overhead projectors. Curriculum guides available at Central Washington University library generally reflect Bower's findings in the way research skills are introduced in grades one through five, though some schools reserve Reader's Guide for middle school grades. An interesting program, reviewed by Edith Swartz (32:14-35), is a detailed scope and sequence including the grade at which materials are introduced, taught and reviewed. The program is based on individual progress of students and indicates heavy staffing with high expectations from studies.

Why, when it is obviously possible for students to learn research skills, does it become such a problem and need to be reviewed repeatedly through the grades? Perhaps Eunice Askow (1) found a partial answer in

teachers' own lack of research skills. Upon testing elementary teachers in six states on the Wisconsin Design for Reading Skills Development Test, Level G (mastery for junior high school students), she found scores ranged from ninety per cent scoring at or above mastery level on Reader's Guide down to twenty-three per cent scoring at or above the mastery level on the card catalogue. Raediane Nelson (25) recognizes the problem of inexperienced classroom teachers when she urges teacher participation in library skills sessions in the library. She feels teachers need to be reassured, made to feel welcome and given an introductory session with the students. Teachers will be more likely to insist on multi-reference assignments if they have confidence in using the media center. Teacher comfort is a necessity in the IRC if effective teacher-librarian cooperation is to prevail.

Lubans concurs and writes that,

Unless the library makes a concerted effort to promote effective use of its resources, the user's dilemma in the library can only increase. Since the teaching faculty is not trained to teach in-depth use of libraries and if the library fails to make genuine efforts to promote the library use, the users are literally stuck in the middle (19:216).

Another problem in teaching media skills is the widespread practice of scheduling a regular, isolated, library period weekly with little attention to student needs, in order to give teachers preparation time. There is substantial support in the literature to affirm that widely spaced library lessons, unrelated to curricular or student needs, no matter how well planned, have little long range effect on learning skills.

Aware that instruction in library skills is not always assimilated and retained as well as other subjects, California librarians list five reasons for the failure as follows:

1. New vocabulary must be learned.
2. The subject tends to be abstract and thus uninteresting to students who are not yet ready for abstract concepts.
3. The subject matter is considered by students to be dry and dull.
4. Presentation of new material is at irregular intervals, or it is too widely spaced and it is not always followed up.
5. The teacher may not understand the points that the librarian has presented to her students and hesitates to ask about them and so does not drill the students after the presentation has been made.
6. Students often consider library instruction as too much talking and not enough action on their part (5:introduction).

Local librarians (Region 11, W.S.A.S.L.) when interviewed were in agreement that library lessons taught in isolation, with no immediate application by the student or follow up by the teacher, were of little value.

Viewpoints about how the student learns are summarized as follows:

Children learn in different ways, in different situations, at different rates, and from different materials.

Learning takes place when the new learning is related to something already known: when the individual can see some use for, or meaning in, what he is asked to do by the school.

Interest promotes learning; and learning, in turn, promotes interest.

Learning is a change in behavior--in ways of thinking, believing and doing.

Concept-building must be based upon a rich foundation of first-hand perceptual experience.

Learning to be retained, must be used (22:21).

Mildred Nickel gives credence to a similar view when she says,

Teaching must start where students are, not where adults think they should be. The focus should be on learning, not just instruction, and learning is more meaningful when it is motivated by a need, or an interest. A student will remember what he learns about using the resources of the media center if it is relevant to an assignment, a project or an interest he is exploring (26:84).

She continues that the instruction should always be specific and brief as possible,

Lubans again echoes the concern of the librarian when he states:

A difficulty in arriving at specific objectives for the library-use instruction is that it is not a separate discipline but rather a skill that requires integration with established disciplines, such as English or social studies or mathematics. These regularly taught courses relate library use or lack of it. The amount of library use emphasized in a course of study is what generates use among students, and through this use students learn about information resources (19:212).

Any media program that is developed for the Eastmont Middle School, then, must be related to classroom assignment, student interest and ability. A single approach will never mean the same thing to every pupil.

Assignments can be differentiated, i.e., give an overall assignment within the ability of the group plus several sub-assignments, or allow and expect work in more depth from the more able students. Remember that in any heterogeneously grouped class you can expect a range of at least three grade levels above and below this grade in performance. In seventh grade it is reasonable to expect reading comprehension levels from fourth through tenth grade (14:23).

Some characteristics and needs of middle school students have emerged. The literature speaks to the conditions under which the student does learn. The proposition that a media/skills program is fundamentally one of repeated use of a variety of materials has been recounted. It must provide a choice of topics and a variety of activity. It should be tied to the curricular needs of the classroom or personal interest of the student. Completing the assignment should benefit the learner in some tangible way. If we can provide these conditions in our program guide, we can look for learning to happen in the Instructional Resource Center.

CHAPTER III

PROCEDURES OF THE STUDY

This chapter has been developed to establish the need for a lesson guide, the steps taken to arrive at a useful guide, and the format for the guide.

NEED FOR THE DEVELOPMENT OF A PROGRAM

In the process of developing programs for the Eastmont Middle School it was revealed that there are diverse and conflicting views of the function of the Instructional Resource Center and of the librarian within the Task Force. Decisions will soon be made that will affect the use of the IRC for some time. It seems worthwhile to develop a program for best use of the facility for teachers and students and for a strong media/research program. Taking this step provides a strong argument for full staffing and full academic use of the facility. Involving the teachers at an early date has produced a nucleus of staff that are enthusiastic about the program and who support the premise that the IRC and its staff should provide much more than preparation time for teachers. Teachers, working on the lesson plans, anticipate several positive results from this approach. The teaching of media/research skills is removed from the heavy load of objectives carried by the language arts instructors. Lessons taught in the IRC provide two involved staff members, cutting the student-to-teacher ratio in half. Students needing help with either the process or content of the lesson can be reached more quickly.

Teaching skills through flexible scheduling provides more open time in the IRC for individual and small group assignments. The premise that subject related media/research skills lessons provide the best learning situation has been explored. Each of these reasons for developing a guide seems adequate. Taken together they represent a strong case for developing a lesson guide at this time.

STEPS FOLLOWED TO DEVELOP A PROGRAM

The decision making process in any project is a painful one-- where to start and how to proceed. To lean on the solid rock of authority is comforting so the office of the Superintendent of Public Instruction and the Office of the Learning Resources Services were consulted concerning Washington State standards. Both were helpful in providing information on middle schools and on the state standards for resource centers. Present uses of Instructional Resource Centers in the Eastmont district were also surveyed.

A review of the literature using the Educational Index, Index to Library Literature, and Reader's Guide to Periodical Literature was undertaken. The card catalogue and the catalogue of Master's Theses and Projects at Central Washington University were explored. They provided abundant background material from which to work and greatly influenced the outcome of this paper.

Identifying the learner with whom we will be dealing and his physical and academic needs helped focus the study. The clear message from all the literature is that media/research skills can be most successfully taught when they are directly related to student need, either academic or personal. This further defined the outcome. Another

insight, a result of the reading, was that teachers have to be wooed and won before allowing invasion of their class time by an outside party. The literature is reassuring that this can be accomplished once they see the classroom results of incorporating research assignment with their lesson plans.

As the Eastmont District has not developed a scope and sequence for teaching media/research skills, it was necessary to determine what skills were important to academic achievement at grades six and seven before decisions about lesson plans could be made. Curriculum guides from school districts both in and out of Washington state were reviewed in the curriculum laboratory in the Central Washington University library. Several books containing useful scope and sequence charts were studied. The examination of programs from many districts revealed a similarity that was reassuring when decisions about scope were made. The Table of Library Skills adapted for Eastmont schools can be found in Appendix C.

Defining student learning objectives was the next order of business. Particular behaviors were identified as contributing to the goals of the media/research program for Eastmont middle school students. Objectives were written in a style adapted from the Teachers Taxonomy. They are organized in the manner common to the Eastmont School District. With the program goals and student learning objectives established, it was time to develop the guide.

FORMAT FOR THE GUIDE

The format of the final guide was developed by trial and error. Since no programs were located with the degree of integration of classroom subject matter and media/research skill sought for the Eastmont Middle

School, there were no patterns from which to choose. It was important to include enough information to make clear both the lesson process (media/research skills used) and the lesson content (subject matter expectations) to be found in each assignment, and still keep the guide in manageable form. As the use of most media/research skills or tools were repeated several times, it was decided to list the student learning objectives in an appendix entry and refer to them in the guide by number. The objectives are listed in the pattern used by the Eastmont district for the recording of student learning objectives as mandated by the Washington State Legislature.

The decisions concerning what media/research skills are necessary to sixth and seventh grade achievement, developing lessons and an evaluation scheme are all dealt with in detail in Chapter IV.

CHAPTER IV

THE MEDIA/RESEARCH LESSON GUIDE PROGRAM

If we could first know where we
are and whither we are tending, we
could then better judge what to do
. . . and how to do it.

Abraham Lincoln (18:461)

DEVELOPING THE GUIDE

In the fall of 1979 when the Eastmont Middle School opens its doors, much will be apparent that is not discernible today. Regularly the task force is exhorted to be flexible and asked to be specific. How then can media/research skills lessons be planned? One can only operate on the knowns, and be flexible and expect that careful planning in the present will enhance planning for the future. Media lessons, dependent on classroom teacher's input and student's concerns are expected to change annually. No ancient lesson plan or dog-eared notes will pass unnoticed from year to year.

In October of 1977, the State Board of Education adopted guidelines for learning resource centers. While IRC staffing remains undecided, the lesson guide proposed in this paper is predicated on the compliance of the Eastmont School District with the Washington Administrative Code. It defines minimal staff requirements as follows:

Number of students enrolled	F.T.E. Certified Professional	F.T.E. Classified
100-150	.5	.5
151-250	.5	1.0
251-600	1.0	1.0
601-800	1.0	1.5
801-1200	1.5	2.0
1201-1800	2.0	2.5
1800+	2.5	3.0

RCW 28A,04,134

WAC 180-46-045 (28)

As the middle school will house approximately six hundred students, it is expected that the IRC staff will be comprised of a librarian and one full-time classified aide. The librarian's time must be carefully considered to insure fulfillment of all professional roles. These duties include assisting and supervising students, curriculum planning with teachers, considering materials for purchase, preparing materials for classroom use, preparing new materials for circulation, previewing AV materials for purchase, overseeing circulation and shelving, keeping the card catalogue current, and offering selection guidance to students who ask for recommendations. Teaching media/research skills is a significant part of the librarian's concern, but it is only one of several.

Identifying the right program has been the subject of considerable research and substantial frustration. The plan of teaching skills in regularly scheduled media classes was discarded upon reading of the poor results from that type of program. Further, the time necessary to meet twenty-four sections of students in a thirty section week would leave little time for other professional duties. The literature suggests everything from one-to-one conferences with each student to review by classroom teachers with no media specialist involvement. The literature seems most

clearly to support a program of research in subject areas with the teacher and librarian planning together to insure a comprehensive program.

Another question of concern was what research skills were necessary for a successful academic program at this level? Students need to be able to use the IRC independently. The following is a list of skills compiled from the literature, which will be emphasized in the Eastmont Middle School:

- I. The use of the card catalogue
 - A. The ability to use alphabetical arrangement
 - B. The use of author, subject and title cards
 - C. The use of subject headings
- II. The use of the Dewey Decimal System
 - A. Understanding the system
 - B. Applying the system
- III. The use of reference books
 - A. Learning the usefulness of reference
 - B. Remembering the variety of reference books.
- IV. The use of Reader's Guide to Periodical Literature
 - A. The use of subject headings
 - B. The ability to read entries
- V. The use of bibliography
 - A. The ability to use a bibliography
 - B. The ability to develop a simple bibliography

These are the media/research skills upon which the program guide will focus. In earlier grades students have had extensive work in using the card catalogue and the Dewey Decimal system. The variety of special reference books will be greatly expanded from the elementary collection.

Reader's Guide must be introduced. Students have had little experience with bibliographies.

Lesson ideas are available everywhere. District student learning objectives offer a solid place to start. Teachers can plan ahead with some confidence. Conversations begin to expose special interests upon which one can build. Educational journals and professional books offer many pre-tested ideas for teaching skills. Curriculum guides from other districts suggest activities. Students have interests that they want to pursue. Ideas for lessons come from the mass media, television programs and news items for example. A fine program like "Roots" piques curiosity and fits into the seventh grade social studies program quite naturally. The coming switch to metrics offers a research possibility for mathematics reference books. Music students, interested in rock groups, find Reader's Guide useful. A great variety of lessons are needed to involve most students in most media/research skills. Close cooperation between teacher and librarian and a willingness to experiment should supply ample opportunities.

Areas of study have been identified and time allocations proposed by the Middle School Task Force. Approximately forty per cent of each student day will be in a language arts/social studies/reading block of time. The majority of the media/research lessons will quite naturally fall in that block. A mathematics/science health block will account for thirty per cent of the student day. The remaining thirty per cent will be given to "exploratory" classes which will include art, music, P.E., industrial arts, home economics and possibly others. Opportunities must be found to include research projects in most of these areas to insure that students are aware of reference books in all subject areas.

With the focus of attention on the learner and his unique needs, independent use of the IRC becomes a necessity to the classroom teacher, the librarian, and the student alike. If we are to free the transescent to pursue his own interests, we must give him the tools to do it. By working on his own, the young learner grows in self reliance and self esteem.

The characteristics of the transescent for which this program can best provide and the means to provide for them are:

1. Restlessness - by keeping seatwork, instruction or lecture brief, vary activity.
2. The need to work at own ability level - by providing for a range of activities and individualizing.
3. The need for socialization - by providing a variety of groupings, frequent changes of activity, and offering a variety of leadership roles.
4. The need for independence - by providing as many student decisions as feasible and including students in the planning stage.

FORM OF THE GUIDE

After some experimentation it appeared that each lesson needed at least two sheets. The teacher prepared assignment for the student and the media/research skills plan each seemed necessary to complete the guide. With the lessons so closely tied to what is happening in the classroom, and, as that will be changing at least some from year to year, it seemed suitable to design the guide for a three hole loose leaf binder. Lessons could easily be removed or altered as needs changed. Because the majority of the lessons are for review the order of the lessons is immaterial. No effort has been made to keep them cumulative and sequential.

When school starts each fall, an intense review will be in order. It will start immediately. Sixth grade will be introduced to library procedures and the physical layout of the IRC with a review of media/research skills. Three periods will be scheduled through the language arts block of time. Seventh grade will have a similar format with a more extended review. A week of language arts time will be planned for the students to work through a lesson packet. The sixth and seventh grade exercises will act as a pre-test for diagnostic purposes as well as a review of previous learning.

Throughout the rest of the year, teachers will sign up for IRC time as needed for research. Preplanning by the teacher and librarian will allow for review of skills as necessary before the content lesson begins.

Each lesson has general process goals for the media/research part of the exercise and process objectives for the students. The number following the objective title refers to the number of the Student Learning Objective found in Appendix A. These are immediately followed by the lesson content information, subject, unit, content objectives, and a tentative schedule. The content portion of the lesson will have been discussed by the teacher with the students in the classroom before the students arrive in the IRC. They will have discussed the assignment and be ready to begin.

The "Strategies" heading in the lesson guide refers to those reminders and quick review questions that the librarian might pose for the process part of the lesson. All of the media/research skills will have been used in earlier grades except the use of the Reader's Guide

and preparing a bibliography. These two skills will be introduced and reviewed at the middle school level.

The section entitled Probable Research Tools refers to the media presently available to the Eastmont students. As media holdings are increased the best sources of information would change.

The second page in each lesson is the teacher's assignment to the student. It is hoped that by combining the basic teaching information and the student task, that the lesson will be clear.

Record keeping is a key to this program. With students working with several teachers, doing different assignments, it will be necessary to have a written record for each student. This will logically be done in the language arts/social studies block of time as that is the area from which most of the assignments will come. A check-off system will be efficient and not difficult to arrange. Dittosed forms will be available in the IRC for students to use to report research skills use for other classes. An example of the student record form and the student reporting form can be found in Appendix B. If an aide is available in the IRC, the record keeping will be done there. That would be the ideal situation as the librarian will need to make periodic examinations of student records to see that all students are getting a balanced experience and exposure to all media/research tools available.

It is apparent that two basic steps of lesson planning have been omitted from the guide. The first is providing motivation to the learner. It is the basic premise of this report that integrating the media/research exercises with classroom needs provides motivation for learning. Need is a potent motivator. No motivation beyond what the teacher provides for the content lesson is planned.

The second area not contained in the guide is evaluation. No provision was made for grading each lesson because it was not deemed practical or necessary. In teaching media/research skills there are two major uses for evaluation. They are: 1) as a diagnostic tool for individual student remediation purposes and, 2) as a diagnostic tool for redesigning the program. Let us examine each of these areas.

A primary objective of evaluation in this program is to direct lesson planning to student needs. Student progress will be evaluated in three ways. The first of these is the grading of exercises of specific media/research skills and the two written tests (located at the end of the lessons for each grade). An example of this would be the sixth grade lesson on Reader's Guide. A student correctly identifying the parts of the entry would get an I (independent) on his reporting form. The student missing two parts would get an H (needs help), and a student missing three parts would get a D (dependent) and repeat the assignment. Another example would be the sixth grade lesson on presidents. If the student was unable to list two possible subject headings for his topic he would get a D and be assigned job cards to help increase his ability to use subject headings. The media/research tests, given mid-year and at the end of the year, would evaluate the long term retention of the skills practices. Students attaining a score of 90 or more on the test would receive an I, those getting a score of 70 to 89 would get an H, and those scoring less than 70 would receive a D. Students receiving either an H or D would be expected to spend extra time in the IRC on appropriate remedial work.

A second valid measure of independence in the IRC is in observation of student activity. While it may be subjective, it is never-the-

less real. The student who, needing a biography moves directly to the 921 shelf, displays more understanding of the Dewey Decimal system than the student who uses the card catalogue. The student who finds a needed entry in the card catalogue but is then unsure how to locate the book on the shelf, displays some dependence, as does the student who asks for help before trying. The I - H - D designations are again suitable for use on the student record. As the librarian and the teachers become better acquainted with the students, their methods and capabilities, the observations become more accurate and helpful.

A third measure of student use of media/research skills is the quality of the product of his labor. The lessons have been chosen and written so that they cannot be completed without using the media. The teacher assigning the content lesson cannot avoid taking into account the media/research skills when evaluating the results for a letter grade. The student will be held accountable then for both the process and the content of the assignment. As there is no provision for a separate grade for media/research skills on the reporting form, it is fitting that there be some reflection of student use of media in the subject grade he receives. This position is well stated by Walker when he writes:

In the integrated model of media skills instruction, media skills objectives are integrated into classroom units and instructional activities are keyed directly to classroom activities. Similarly, evaluation of student performance in media skills must be integrated into the evaluation of student performance in classroom lessons and units, and must become a part of any reporting of student progress. If a student receives an "A" on a particular social studies unit, it must be not only because he mastered the unit objectives related to content, but also because he mastered those media skills objectives integrated into the social studies unit (34:63).

The student record form provides a suitable overview for the librarian's use in planning lessons or assigning job cards to students.

As the assigning of letter grades is a task spared the librarian, the record form is sufficient for student evaluation.

Program evaluation is perhaps easier to establish than individual student progress. An item analysis of the two written tests administered each year will reflect student learning from the program and indicate where adjustment must be made. The results of the study skills section in the standardized achievement tests, with careful analysis would measure longer term retention of the learnings. Compared with past scores they would reflect whether media/research skills, taught in conjunction with subject matter lessons are actually better retained than those taught by the "library class" method. The standardized test results would also provide data on the specific shortcomings of the program. Thus it seems that both evaluation needs could be met without adding substantially to the bookkeeping load of the language arts teacher.

The steps followed to develop the guide and the form of the guide have been considered. The use of the lesson guide, the record keeping procedures, and evaluation have been explained. It is time to turn to the guide.

THE MEDIA/RESEARCH LESSON GUIDE

The next sixty six pages contain sample orientation and review exercises, lessons, and tests for a sixth and seventh grade program. The Media/Research Objective numbers refer to the Student Learning Objectives in Appendix A. The first digit refers to the grade for which the objective was designed. The second digit refers to the number of the skill area and the third number refers to the specific objective. The lessons follow.

SIXTH GRADE ORIENTATION

GOALS:

- Introduce library procedures
- Review library citizenship
- Encourage library use
- Provide practice in alphabetizing word-by-word and letter-by-letter
- Review subject headings

MEDIA/RESEARCH OBJECTIVES:

- 1st day - Citizenship 6.12.1; 6.12.2; 6.12.3; 6.12.4; 6.12.5
- 2nd day - Alphabetizing 6.1.1; 6.1.2
- 3rd day - Subject Headings 6.3.1; 6.3.2

PROCEDURES:

- | | |
|---------------------------|---|
| Subject: | Language Arts |
| Class Content Objectives: | Same as media/research skills objectives |
| Schedule: | 3 days in IRC |
| Strategies: | <p>1st day Librarian will conduct students on a tour of the IRC and explain rules, inviting questions.
Distribute floor plan exercise.
Help students find books as needed.</p> <p>2nd day Using librarian prepared transparency and overhead, explore alphabetizing in the card catalogue.
Review rule of A, An and The.
Review rule for Mc and Mac.
Review alphabetizing word-by-word and letter-by-letter.
Distribute work sheets and offer help as needed.</p> <p>3rd day Librarian will display an apple. Invite students to offer all the ways they can think of to locate information on an apple. A student will record the subject headings as offered on overhead.
Librarian will pass a box of objects to students. It will contain a variety of articles; feather, carved wood statue, rock, piece of cotton cloth, rubber eraser, replica of Hercules, pocket calendar, color crayon etc. Students will find as many tools as possible that pertain to the object. Record the tool and whether it is organized alphabetically word-by-word or letter-by-letter.</p> |

SIXTH GRADE ASSIGNMENT

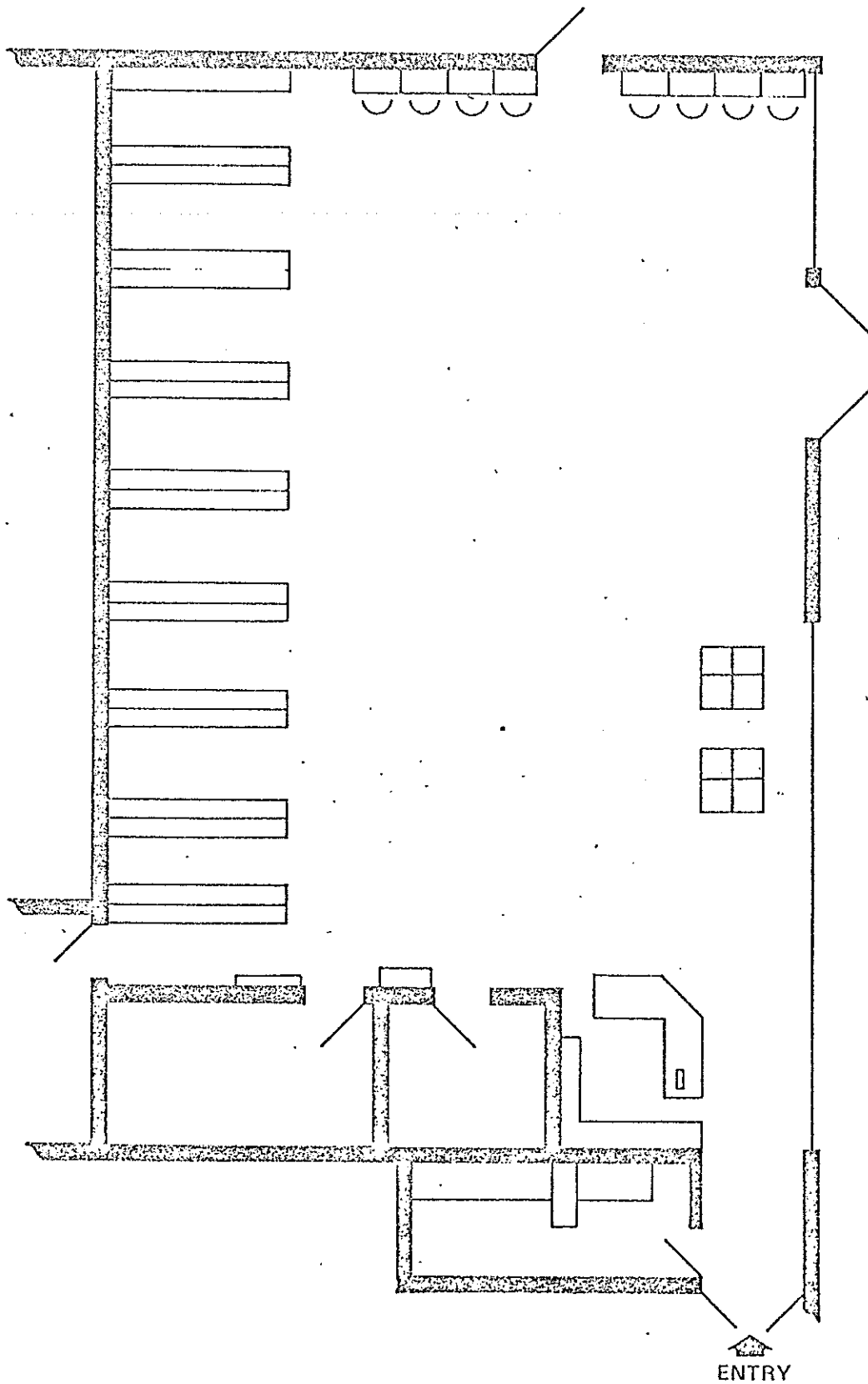
1st day

It should help you get acquainted with the IRC to locate the following parts of the IRC on the attached floor plan. Mark the spot on the floor plan with the number identifying it.

- | | |
|---------------------------|--------------------------|
| 1. Non-fiction collection | 10. Paperback racks |
| 2. Wet carrells | 11. Librarian's office |
| 3. <u>Reader's Guides</u> | 12. Periodical display |
| 4. Entrance | 13. Processing work room |
| 5. Stacks | 14. Periodical storage |
| 6. Fiction collection | 15. Reference books |
| 7. Card catalogue | 16. Book drop |
| 8. AV storage and office | 17. Newspaper rack |
| 9. Check out desk | |

Figure 1

Floor Plan of Instructional Resource Center



SIXTH GRADE ASSIGNMENT

2nd day

Name _____

There are two widely used ways to alphabetize alphabetically. They are called word-by-word and letter-by-letter. Word-by-word means to follow letter-by-letter to the end of the word and then word-by-word. Each word is a unit; therefore, Air pilots precedes Aircraft since AIR space precedes AIRC. The rule is "Nothing comes before something." Look at the two lists below. Can you see how they are different?

WORD-BY-WORD

AIR

AIR LINES-HOSTESSES

AIR PILOTS

Aircraft and how they work

Airmen and what they do

AIRPLANES

LETTER-BY-LETTER

Air

Aircraft and how they work

AIR LINES-HOSTESSES

Airmen and what they do

AIR PILOTS

AIRPLANES

Our card catalogue is alphabetized word-by-word. The words listed below are from the telephone book. Are they word-by-word, or letter-by-letter?

Black, Douglas

Black, Gilbert

Blackburn Calvin

Blackford, Willis

Blackmore, Jos

Blackwell, Edna

The next list of words is from the dictionary. Are they word-by-word or letter-by-letter?

board

boarder

board foot

boarding

boarding school

board rule

After you decide which method was used to alphabetize the words, write them by the other method of alphabetizing.

SIXTH GRADE ORIENTATION

3rd day

Name _____

SPACE FLIGHT	
551	Hyde, Margaret Oldroyd
H	Exploring earth and space. McGraw-Hill, New York, 1961.
	160p illus. maps
1 Space flight I Title	

This is a replica of a subject card for the card catalogue. How can you tell that it is a subject card?

What is the title of the book?

Count five lines down. What do the abbreviations on that line mean?

1. 160p
2. illus.
3. maps

You have picked an object out of the box. Using all the library keys, see how many ways you can find information on your article. List all the subject headings you tried and the different tools you looked in. Put a check mark by the ones that had information on your object. Remember to use the index when available. If the reference book is arranged alphabetically, indicate whether it is word-by-word or letter-by-letter.

SIXTH GRADE LESSON

GOALS:

- Introduce Reader's Guide
- Review sports classification 790
- Provide practice in using card catalogue and Dewey Decimal System

MEDIA/RESEARCH OBJECTIVES:

- Use of Subject Headings 6.3.1; 6.3.2
- Use of Card Catalogue 6.6.1; 6.6.2; 6.6.4
- Use of Dewey Decimal System 6.7.1; 6.7.2
- Use of Encyclopedias 6.9.1; 6.9.2; 6.9.3
- Use of Reader's Guide 6.10.1; 6.10.2; 6.10.3
- Use of reference Books in Subject Areas 6.11.1; 6.11.2
- Citizenship - All

PROCEDURES:

- | | |
|---------------------------|---|
| Subject: | Language Arts Unit: Speaking Out |
| Class Content Objectives: | Student will prepare and deliver a short talk to the class |
| Schedule: | 1/2 period in IRC for instruction on <u>Reader's Guide</u> .
1/2 period for <u>Reader's Guide</u> work sheet.
2 class periods to gather information
2 class periods to prepare talk |
| Strategies: | Librarian and students view sound filmstrip together, <u>Your Library Resources and How to Use Reader's Guide</u> (H. W. Wilson, 1973). Distribute student workbooks for Reader's Guide. Librarian using H. W. Wilson transparencies will go over entries with students. Class will work together orally until the majority show understanding, they will complete the work sheet independently. Students needing additional help will work together. |

PROBABLE RESEARCH TOOLS:

- Reader's Guide to Periodical Literature
- Periodicals
- Books for general collection - 790
- Encyclopedia of sports
- General encyclopedias

SIXTH GRADE ASSIGNMENT

Language Arts

Following the demonstration of Reader's Guide do the exercise on the attached page. If you get stuck, please raise your hand. When the exercise is complete turn it in to me, it is due today.

Your next task is to choose a sport that you like and prepare a short talk for the rest of the class. It should include:

1. A short explanation of the game or sport.
2. A brief history of the game or sport.
3. Current happenings in the game or sport.

You must use at least two articles from magazines. Please record the entries from Reader's Guide that led you to the articles.

You must use at least two other sources. Please record all the sources you use.

You will have one more day in the IRC to find materials. You will have two class periods to prepare your talk. Please be ready to give your talk on Friday.

One-half of your grade will be on your use of Reader's Guide and other sources. One-half will be on your speech.

SIXTH GRADE WORK SHEET

Language Arts

Name _____

Reader's Guide to Periodical Literature

Below are listed the parts of a Reader's Guide entry, Using the entries below, fill in the columns.

	1	2	3
Subject			
Title			
Author			
Magazine			
Volume			
Issue			
Pages			
Illustrated			

1. FOREST ecology

Remarkable rhythms of forest life; excerpts from
The forest killers. J. Shepherd, il Read Digest
109:158-60+ Ag '76

2. EVERT, Chris

Say hello to the girl next door. C. Kirkpatrick. il
Sports Illus 45:78-82 Ag 30 '76

3. TENNIS

Tennis: an undercover activity, J. Bayliss, il Sat
Eve Post 248:22-23+ O '76

SIXTH GRADE LESSON

GOALS:

Review Dewey Decimal System category 920-921
 Provide practice using U. S. History subject headings
 Practice location of AV materials by card catalogue

MEDIA/RESEARCH OBJECTIVES:

Use of Almanacs 6.4.1; 6.4.2
 Use of Subject Headings 6.3.1; 6.3.2
 Use of Card Catalogue 6.6.1; 6.6.2; 6.6.3; 6.6.4; 6.6.5; 7.6.4
 Use of Dewey Decimal System 6.7.1; 6.7.2; 6.7.3

PROCEDURES:

Subject: Language Arts/Social Studies

Units: Paragraphs/Presidency

Class Content Objectives: Student will gain insight into the Presidency by preparing a diary entry.
 Student will practice constructing paragraphs by preparing a diary entry.

Schedule: 2 periods in IRC
 1 period in class
 10 days out of class time to read and write.

Strategies: Librarian with class, using assignment sheet, overhead and acetate sheets, discuss:

1. Where we can find a list of the presidents
2. How biography is shelved, differences between collected biography and biography.
3. The significance of letters over the call number on catalogue cards.
4. U. S. History subject headings in card catalogue, chronological instead of alphabetical.

PROBABLE RESEARCH TOOLS:

Encyclopedias and almanacs
 Webster's Biographical Dictionary, Dictionary of American Biography
 Facts about the Presidents
 Collected and individual biographies
 Filmstrips, tapes and sound filmstrips
 Presidential Greatness

SIXTH GRADE ASSIGNMENT

Language Arts and Social Studies

Name _____

You are to pretend that you are a former president of the United States. Your task is to write an entry in your diary for the event during your administration of which you are most proud. We will use two class periods in the IRC for research. The paper will be due in two weeks.

1. Locate a list of United States presidents. Record your source.
2. Choose one president on which to do your research. Read one short article on him, Dictionary of American Biography of Presidential Greatness. Note his birth dates, his years in office, and his death.
3. How many books are there on your president in the card catalogue? What are their call numbers?

Are there any AV materials on your president? What call numbers?

What other subject headings could you look under - list at least two.
4. Review at least one AV source of information. Record the title and form.
5. Check out and read one book on your president or if you have decided on the important event, you may read a book on it. Write a few words below to indicate what the event is that you will use in your diary.
6. When you write your paragraph it must be dated and should include how you feel about the event itself. It might start:

Dear Diary,

Today. . .

SIXTH GRADE LESSON

GOALS:

Provide practice with health references
Provide practice in using and producing visual aids
Provide practice in using an index

MEDIA/RESEARCH OBJECTIVES:

Use of Alphabetizing 6.1.1; 6.1.2
Use of Bibliographies 6.2.1
Use of Subject Headings 6.3.1; 6.3.2
Use of Card Catalogue 6.6.1; 6.6.2; 6.6.3
Use of Dewey Decimal System 6.7.1; 6.7.2
Use of Dictionaries 6.8.1; 6.8.2
Use of Encyclopedias 6.9.1; 6.9.2 6.9.3
Use of Books in Reference Areas 6.11.1; 6.11.2
Citizenship - All

PROCEDURES:

Subject: Health

Unit: Body systems

Class Content Objectives: Students will become acquainted with the major systems of the body.

Students will work cooperatively in a group.

Schedule:

2 days in the IRC. Time as necessary to prepare visuals.

2 days in class to organize material for report.

Strategies:

Remind students to use medical encyclopedias as well as encyclopedias and general collection.

PROBABLE RESEARCH TOOLS:

Medical and health encyclopedias and dictionaries
General encyclopedias
General collection - 612
Filmstrips, sound filmstrips, transparencies, opaque projector

SIXTH GRADE ASSIGNMENT

You will be assigned a topic from the list below. In a committee of three students you are to research your topic and make a committee report to the class so they can understand the importance of the system. You are to use at least two visual aids to support your report. Your group must produce at least one of them.

Make a list of each media tool you find useful. Include the title, author if listed, volume number if applicable, and the date of publication.

Skeletal System

Muscular System

Digestive System

Respiratory System

Circulatory System

Lymphatic System

Glandular System

Nervous System

SIXTH GRADE LESSON

GOALS:

Provide review of Decimal Categories 972 and 985
Provide practice in use of periodical indexes
Provide practice in locating AV material by call number

MEDIA/RESEARCH OBJECTIVES:

Use of Atlases 6.5,2
Use of Dewey Decimal System 6.7,1; 6.7,2
Use of Encyclopedias 6.9,1; 6.9,2; 6.9,3
Use of Reader's Guide 6.10,1; 6.10,2; 6.10,3
Citizenship - All

PROCEDURES:

Subject: Social Studies Unit: Latin America Topic: Early Civiliza-
tions

Class Content Objectives: Student will gather evidence about the nature
of an early civilization.
Student will evaluate the civilization.
Student can explain the location of the
civilization.

Schedule: 3 periods in the IRC to gather data
2 periods to develop the report

Strategies: Librarian will point out that books on
Indians are numbered 917-972. Librarian
will tell students that Incas are classed
in 985. Try and guide students to the
reason.

Remind students that National Geographic
has published articles on ancient Latin
American civilizations.

Demonstrate use of tape recorder for any
student needing it.

PROBABLE RESEARCH TOOLS:

Lands and People
Encyclopedias
General collection
Filmstrips
Periodicals

SIXTH GRADE ASSIGNMENT

Your team has been sent to earth from the planet Astro to research an ancient civilization just discovered (Aztec, Mayan or Indian). Two team members will specialize in each area of their life:

Government

Family

Religion

Economy

Help one another when you can.

Use all of the resources that you can think of. When your team has gathered all its data, you are to work together to organize and tape record your report to send back to Astro. Be sure to identify your team members and the location of the civilization that you found.

Astro is especially interested in what you found good about the civilization so they may consider adopting the practices.

SIXTH GRADE LESSON

GOALS:

Provide review of Dewey Decimal category 200
Provide practice with reference books in subject area

MEDIA/RESEARCH OBJECTIVES:

Use of Card Catalogue 6,6,3
Use of Dewey Decimal System 6,7,1; 6,7,2; 6,7,3
Use of Dictionaries 6,8,1; 6,8,2; 7,8,2
Use of Encyclopedias 6,9,1; 6,9,2; 6,9,3
Use of Reference Books in Subject Areas 6,11,1; 6,11,2

PROCEDURES:

Subject: Language Arts Unit: Mythology

Class Content Objectives: Student will become acquainted with Greek and Roman mythological characters.

Schedule: 2 periods in IRC
2 periods in classroom

Strategies: Remind students that the Dewey category for religion is 200.
Display mythology dictionaries, discuss their arrangement.
Provide assistance to students unsure of operating AV equipment.

PROBABLE RESEARCH TOOLS:

Mythology dictionaries
Books from 292
Filmstrips and sound filmstrips
Cassette tapes
Opaque projector

SIXTH GRADE ASSIGNMENT

Language Arts

Your task will be to learn about a mythological character, either Greek or Roman, and share your findings with your classmates. When you have decided which god or hero you wish to study you are to:

1. View the appropriate filmstrip and read at least one story about your character. Divide a piece of paper into three columns. Label them SETTING, CHARACTERISTICS, and ACTION. Record what you learned about the god.
2. Plan how you will portray your god in a mural so the class will understand something about him. Complete your part of the mural. You may use the opaque projector if you wish.
3. Have you ever heard your god's name used in advertising a product? Can you guess why the name was chosen to represent the product?
4. The Dewey classification 200-299 is religion. The number for mythology is 292. Can you tell why?
5. With four friends play a game of Greeko (Bingo with gods and heroes).

SIXTH GRADE LESSON

GOALS:

- Provide review of Dewey Decimal classification 590
- Provide practice in the use of reference tools in subject areas

MEDIA/RESEARCH OBJECTIVES:

Use of Alphabetizing 6.1.1; 6.1.2; 6.1.3
Use of Almanacs 6.4.1; 6.4.2
Use of Atlases 6.5.1; 6.5.2; 6.5.3; 6.5.4
Use of Card Catalogue 6.6.1; 6.6.2; 6.6.3; 6.6.4
Use of Dewey Decimal System 6.7.1; 6.7.2
Use of Dictionaries 6.8.1; 6.8.2
Use of Encyclopedias 6.9.1; 6.9.2; 6.9.3
Use of Books in Reference Areas 6.11.1; 6.11.2
Citizenship - All

PROCEDURES:

Subject: Science Unit: Conservation Topic: Endangered Species

Class Content Objectives: Student will remember that some animals are threatened with extinction.
Student will see the relationship between man's ability to change the environment and animal extinction.

Strategies: Remind students that animals are part of 500-599 Science, and that their classification is 590.

PROBABLE RESEARCH TOOLS:

Dictionaries
Encyclopedias
Almanacs
General Atlas and Atlas of World Wildlife
Periodical indexes
General collection

SIXTH GRADE ASSIGNMENT

1. Use a dictionary to define;
extinct -
endangered -
2. Use an almanac, find a list of endangered species and extinct species.
List 3 extinct species

List 3 endangered species
3. Read an article about one endangered species.
4. List four reasons why some animals are threatened with extinction.
5. List two things that are being done about it.
6. What can you do?

Draw a poster for display that shows how you feel about a threatened animal or that might remind others to help protect wildlife.

SIXTH GRADE LESSON

GOALS:

Provide practice in reading and sequencing Dewey Decimal numbers,
Establish the relationship between the decimal system as taught
in mathematics and the Dewey Decimal System used in the IRC.

MEDIA/RESEARCH GOALS:

Use of the Dewey Decimal System 6,7,1
Citizenship - All

PROCEDURES:

Subject: Mathematics Unit: Decimals

Class Content Objectives: The student will demonstrate his ability
to read decimal numbers by putting them
in the proper order.

Schedule: 1 period in the IRC

Strategies: The librarian will only remind the students
that the numbering system used in the IRC
is a decimal system and the same as used
elsewhere.

PROBABLE RESEARCH TOOLS:

Packets of ten catalogue cards with close number sequences.

SIXTH GRADE ASSIGNMENT

Name _____

In each pair of numbers please circle the larger number:

473.021	473.06	473.059
473.059	473.006	473.1
504.71	623.8	203.975
504.8	793.7	231.975
629.133	629.5	574.5
629.209	629.28	575.4
551.4	551.9	623.84
551.523	551.59	623.9
551.5	551.09	623.41

Rewrite the numbers below in the correct order

621.9
629.209
621.389
621.3
629.138
621.96
621.4
629.45
629.22
629.03

Get one of the card packets from the librarian. Put the cards in correct order. Give it to the librarian or teacher to check.

SIXTH GRADE LESSON

GOALS:

- Provide practice in using the atlas
- Provide practice in using the almanacs

MEDIA/RESEARCH OBJECTIVES:

- Use of Almanac 6.4.1; 6.4.2
- Use of the Atlas 6.5.1; 6.5.2; 6.5.3; 6.5.4
- Citizenship - All

PROCEDURES:

Subject: Social Studies Unit: Latin America Topic: Mexico

Class Content Objectives: Student will see the relationship between physical features of a country and it's land use pattern.

Student will learn the general geography of Mexico

Schedule: 2 periods in IRC

Strategies: Students will have viewed sound filmstrip "Making Your Own Maps," from Maps and Mapmaking (Doubleday Multimedia, 1975) before coming to the IRC. Distribute reference books, blank maps and observe work.

PROBABLE RESEARCH TOOLS:

Atlases
Almanacs

SIXTH GRADE ASSIGNMENT

You are to prepare three maps on Mexico; political, physical and land use. Your maps should show the following information;

1. Name of country
2. Capital of country
3. Mountain ranges (elevation of highest peak)
4. Major geographical regions
5. Major rivers
6. Major cities
7. Prepare a legend for the land use map.

When coloring your map the only colors you are to use are:

- | | |
|-----------------------|-----------------------------------|
| a. Water - blue | d. Mountains - brown |
| b. Lowlands - green | e. Boundaries - black |
| c. Highlands - yellow | f. Writing on map - black (PRINT) |

Answer the following questions about Mexico.

1. What are the current populations of the 3 largest cities?
2. What is the predominant language?
3. What is the currency?
4. What are the major industries?
5. What is the present population?

SIXTH GRADE LESSON

GOALS:

Provide practice in using mathematics reference tools.

MEDIA/RESEARCH OBJECTIVES:

Use of Subject Headings 6.3.1; 6.3.2

Use of Almanac 6.4.1; 6.4.2

Use of Encyclopedias 6.9.1; 6.9.2

Use of Books in Reference Areas 6.11.1; 6.11.2

PROCEDURES:

Subject: Mathematics Unit: Metrics

Class Content Objectives: Students will remember that the United States is converting to the metric system. Students will see the relationship between the U. S. System of measures and the metric system.

Schedule: 2 periods in the IRC

Strategies: The class will view a filmstrip on metrics (The Metric System; Sound Filmstrip 975). When they arrive in the IRC they will find reference materials and write their reports.

PROBABLE RESEARCH TOOLS:

Science encyclopedias

Science dictionaries

Almanacs

General collection

SIXTH GRADE ASSIGNMENT

The United States is starting on a program of conversion to the metric system. Your task is to write a report on the metric system. Include some history of the system, what are the advantages of using metrics, and how the conversion may affect you. Then you are to draw up a conversion table for length, area, volume and temperature.

SIXTH GRADE LESSON

GOALS:

Provide practice in using atlas
Provide practice in using dictionaries for entymologies

MEDIA/RESEARCH OBJECTIVES:

Use of Atlases 6.5.1; 6.5.2; 6.5.4
Use of Dictionaries 6.8.1; 6.8.2

PROCEDURES:

Subject: Language Arts Unit: Vocabulary

Class Content Objectives: Student will display his ability to use the atlas by correctly identifying countries using latitude and longitude.

Student will gain appreciation of the English language by becoming aware of contributions to it.

Schedule: One period in the IRC

Strategies: After receiving their assignment, students will get atlases and dictionaries and complete the lesson.

PROBABLE RESEARCH TOOLS:

Webster's New Student Dictionary
Goode's World Atlas

SIXTH GRADE WORKSHEET

Below are 15 words that we all know and use. Can you find out what parts of the world we get these words from? Write the word you know in the blank by the original word. Then use the latitude and longitude to find where the word comes from. Write the name of the place in the second blank space. Check your work by looking the English word up in the dictionary and finding the origin.

Words	1. chili	2. yam	3. kimono	4. tattoo	5. khaki
we	6. coffee	7. money	8. history	9. sabbath	10. dungarees
use	11. canyon	12. avenue	13. silk	14. wigwam	15. kindergarten

Original Word	Word We Use	Latitude	Longitude	Place or Origin
1. Wikiwahmi	1.	42° N.	84° W.	1.
2. Avenue	2.	45° N.	5° E.	2.
3. Qahwah	3.	25° N.	45° E.	3.
4. Moneta	4.	42° N.	12° E.	4.
5. Histor	5.	40° N.	22° E.	5.
6. Tatau	6.	15° S.	150° W.	6.
7. Nyami	7.	10° N.	10° E.	7.
8. Kimono	8.	35° N.	140° E.	8.
9. Khak-i	9.	35° N.	55° E.	9.
10. Shabbath	10.	32½° N.	35° E.	10.
11. Dungri	11.	20° N.	80° E.	11.
12. Canon	12.	40° N.	4° W.	12.
13. SSU	13.	30° N.	110° E.	13.
14. Kindergarten	14.	50° N.	10° E.	14.
15. Chillli	15.	20° N.	100° W.	15.

SIXTH GRADE TEST

Name _____

Choose the best answer, Write its letter on the line to the left of the question.

- _____ 1. A physical map shows a, national boundaries b. mountains and rivers c, population density
- _____ 2. The guide words on the dictionary page containing the word octopus would be a. occupancy - October b. odorous - office c. octodecimo - odorless
- _____ 3. Reader's Guide is organized alphabetically by a. name of the magazine b. title of the article c. by subject
- _____ 4. The best place to look for information on dogs is a. the encyclopedia b. the wildlife encyclopedia c. the almanac
- _____ 5. To see if the IRC has any books by Laura Ingalls Wilder you would look under a. Laura b. Ingalls c. Wilder
- _____ 6. You can tell the difference between fiction and non-fiction books by a. author's name b. call number c. copy-right date
- _____ 7. The card catalogue is organized alphabetically a. word-by-word b. author by author c. letter-by-letter
- _____ 8. The list of subject headings showing page numbers at the end of a book is called an a. almanac b. index c. glossary
- _____ 9. In the card catalogue, a non-fiction book could have a. no subject cards b. one subject card c, several subject cards

- _____ 10. A map legend is a. recounting of a story or myth b.
the key to the symbols on a map c. a map of King Arthur's
kingdom

DOGS - STORIES	
R	Rawls, Wilson
	Where the red fern grows, Garden City, Doubleday, 1971, 210p
1 Dogs-stories	I Title
	○

Using the information from the catalogue card, put the correct word to complete the sentence in the blank to the left of the sentence.

- _____ 11. This card is for a _____ book. (fiction or non-fiction)
- _____ 12. This is a _____ card. (author, title or subject)
- _____ 13. The author's last name is _____.
- _____ 14. The title of the book is _____.
- _____ 15. The subject of the book is _____.
- _____ 16. To find this book you would look under _____
- _____ 17. in the _____ section of the stacks.
- _____ 18. This book was published by _____.
- _____ 19. This book has _____ pages.
- _____ 20. It was published in _____.

SIXTH GRADE TEST

Name _____

Directions: Read each question, Look at the answers given and circle the letter that is correct, .

The Land and Wildlife of Latin America

The Aztecs: Indians of Mexico

Mexico: Land of Hidden Treasures

The Mexicans

Indians of the Americas

Read the above titles and answer the following questions.

1. If you were using the above list of titles you probably would be writing a report about
 - a. Indians
 - b. Latin America
 - c. The Aztec Indians
2. The place and date of publication of a book can be found
 - a. in the table of contents
 - b. on the title page
 - c. in the index
3. A list of books on a specific topic is
 - a. a glossary
 - b. a biography
 - c. a bibliography
4. To locate the meaning of words in a specialized book such as a book on space, look in
 - a. a glossary
 - b. a biography
 - c. a bibliography
5. Mark Twain's real name is Samuel Clemens. When an author writes under another name we call that a
 - a. a nickname
 - b. author name
 - c. pseudonym

6. The quickest way to find out whether the book entitled The Hobbit is in the library is to look in the card catalogue drawer marked
 - a. Ta-To
 - b. Ha-Hu
 - c. Aa-Am
7. The system we use for classifying books is called
 - a. The Dewey Decimal System
 - b. The Expansive System
 - c. The Library of Congress
8. Nonfiction books in a library are grouped around
 - a. subject
 - b. title
 - c. author
9. Individual biography is arranged alphabetically by
 - a. person written about
 - b. title
 - c. author
10. To find out if the library has a book entitled The South Seas Adventure you would look under the word
 - a. The
 - b. South
 - c. Adventure
11. To find the title of a book written by Sir James Barrie you should look in the card catalogue under
 - a. James
 - b. Sir
 - c. Barrie
12. An 8mm film loop is
 - a. long
 - b. silent
 - c. large
13. A filmstrip's copyright is usually found
 - a. at the beginning
 - b. on the container
 - c. at the end

14. Which of these will not usually be found in an atlas?
 - a. population
 - b. capitals of countries
 - c. presidents of the United States
15. Which book would not be useful if you were looking up Chemistry?
 - a. Book of Popular Science
 - b. Young People's Science Encyclopedia
 - c. Junior Book of Authors
16. If you wanted to know who won the World Series two years ago, you would look in
 - a. an almanac
 - b. an atlas
 - c. the card catalogue
17. The list of book and nonbook references at the end of a report or encyclopedia article is called
 - a. an autobiography
 - b. a bibliography
 - c. a biography
18. The Reader's Guide helps you to locate information in
 - a. atlases
 - b. magazines
 - c. almanacs
19. Books are checked out for
 - a. two weeks
 - b. one week
 - c. as long as needed
20. The letters FS over the call number on a catalogue card mean
 - a. For Special Use
 - b. Filmstrip
 - c. For Students

SEVENTH GRADE REVIEW

GOALS:

Review the card catalogue
Review the Dewey Decimal System
Provide practice using special reference books

MEDIA/RESEARCH OBJECTIVES:

Subject Headings 6.3.2
The Use of the Almanac 7.4.1
The Use of the Atlas 6.5.2; 6.5.3; 6.5.4; 7.5.1; 7.5.2
The Use of the Card Catalogue 6.6.1; 6.6.2; 6.6.4; 7.6.2
Use of the Dewey Decimal System 6.7.1; 7.7.1
The Use of Dictionaries 6.8.1; 6.8.2; 7.8.1; 7.8.2
The Use of Books in Reference Areas 6.11.1; 6.11.2; 7.11.2

PROCEDURES:

Subject: Language Arts

Class Content Objectives: Same as media research skills

Schedule: 5 periods in the IRC

Strategies: Each student will get a ten page packet to work through. The packets are assembled in different orders so that students will use materials at different times.

RESEARCH TOOLS NEEDED:

Reader's Guide to Periodical Literature
Goode's World Atlas
Bartlett's Familiar Quotations
Webster's Geographical Dictionary
World Almanac
Webster's Dictionary of Synonyms
Dictionary of Contemporary American Usage

SEVENTH GRADE LESSON

Review

Dewey Decimal System

Give the name for the large class numbers listed below. List one kind of book you would find in that class

100

200

300

400

500

600

700

800

900

List the numbers below in the order that you would place books on a library shelf.

623.8 537 423 793.7 931.2 613.4 419.6 001.8 940.54

SEVENTH GRADE LESSON

Review

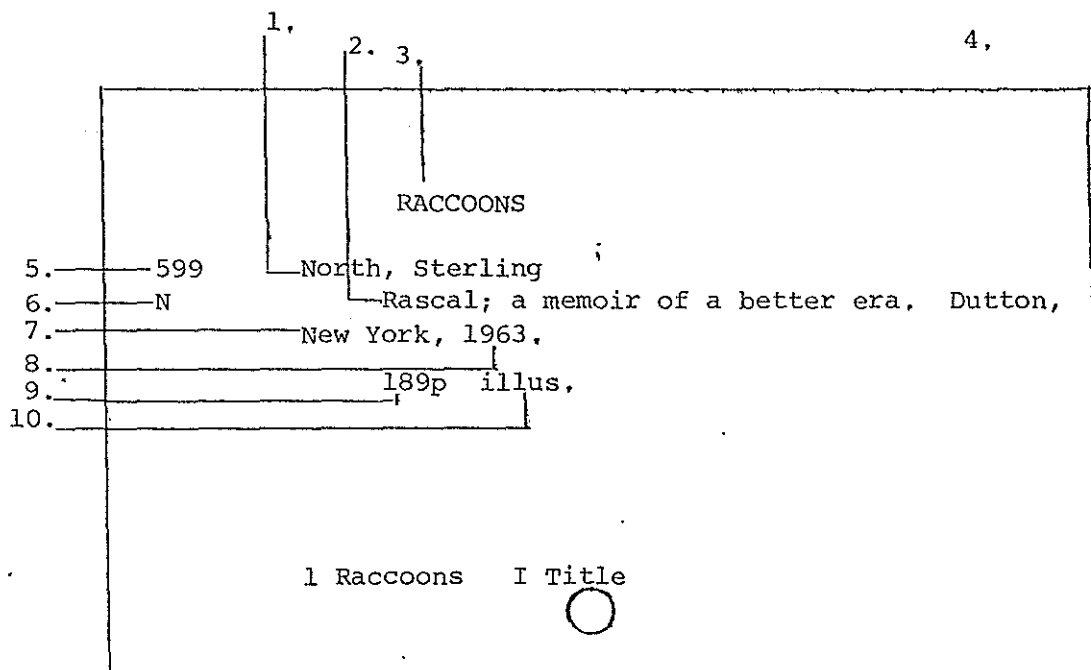
Reader's Guide to Periodical Literature

Get a Reader's Guide from the table. Copy an entry exactly as it appears on the page. Using that entry, write a narrative statement about the article that includes all the information in the entry.

SEVENTH GRADE LESSON

Review

Card Catalogue - Non-Fiction



Please indicate below what each number identifies:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11. Is this a subject card, a title card or an author card?

SEVENTH GRADE LESSON

Review

Card Catalogue - Fiction

	1.	2.	3.	4.	
6.	R	Rawls, Wilson			
		Where the red fern grows; the story of two dogs and a boy. Doubleday, Garden City, 1961.			5.
7.		212p			
8.		1 Dogs-stories	I Title		

Please indicate below what each number identifies:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
9. Is this a subject card, a title card or an author card?
10. How do you find this book on the shelf?

SEVENTH GRADE LESSON

Review

Goode's World Atlas

1. What is the elevation of Mt. Chimborano in Ecuador? What is the elevation of Mount Rainier in Washington, U.S.A.?
2. What does the Spanish word ecuador mean? What does the Japanese word tsu mean?
3. What is the latitude and longitude of Vietnam?
4. Using the European Language map, what languages are spoken in the following cities?
 - a. Lisbon
 - b. Madrid
 - c. Berlin
 - d. London
5. Using the World Political map, which countries control the following?
 - a. Madagascar
 - b. Greenland
 - c. Pitcairn Island
 - d. Caroline Islands
6. What do the following abbreviations stand for?
 - a. O.
 - b. Nep.
 - c. Gt.
 - d. Bk.
 - e. Pk.
7. What is the length of the Nile River in Africa? The Columbia River?
8. What type of climate is found in France?
9. Using the World Urbanization map at what rate is the population of the United States west coast rising?
10. What are the primary types of natural vegetation in Washington State?

SEVENTH GRADE LESSON

Review

Bartlett's Familiar Quotations

1. Who wrote, "I think that I shall never see a poem lovely as a tree?"
2. Who wrote, "Breathes there the man, with soul so dead?" What is the rest of the quotation? From what selection is it taken?
3. Who wrote, "What's mine is yours, and what is yours is mine?"
From what selection is it taken?
4. Who wrote, "Lives of great men all remind us?" From what is it taken?
What is the rest of the quotation?
5. "The common man is the greatest protection against war." Who said it, when and where?
6. Who said, "You may fire when ready, Gridley?"
7. Who said, "Christmas won't be Christmas without presents?"
8. Who wrote, "He gives only worthless gold who gives from a sense of duty?" In what?
9. Who wrote, "The only way to have a friend is to be one?"
10. How many entries are listed for Mark Twain?

SEVENTH GRADE LESSON

Review

Webster's Geographical Dictionary

1. What are 3 spellings for Beirut? What and where is it?
2. How many states have a Douglas County?
3. How many Wenatchees are there?
4. How long is the Burma Road? How far by air? What part did it play in WW II?
5. Name and locate 3 National Parks and 3 National Monuments west of the Mississippi River.
6. On what bay is Rio de Janeiro located?
7. There are five words listed below. Give their meaning and from what language they come.

kawa
darya
kali
kiang
rio
8. Find 3 words for east and state the language they are from.
9. What does the symbol)(on the map stand for?
10. What does the * symbol stand for?

SEVENTH GRADE LESSON

Review

World Almanac

1. What is your ancient birthstone?
2. Who was the first man to be elected to the Aviation Hall of Fame?
3. On what page will you find a list of Federal holidays?
4. What was the highest temperature recorded in the U. S.?
5. On the Perpetual Calendar, what day of the week will February 1, 1995 fall on?
6. What are the first two numbers of the zip codes for Washington?

Vermont?

Florida?
7. The Post Office uses 2-letter abbreviations for each state. What are the abbreviations for Arkansas?

Missouri?

California?
8. How do you get a passport?
9. List the ten largest cities in Washington.
10. How many amendments are there to the U. S. Constitution?

SEVENTH GRADE LESSON

Review

Webster's Dictionary of Synonyms and Antonyms

Under almost every entry in this dictionary, the abbreviations Ana., Ant., or Con., are used. You need to understand these to use this dictionary effectively. Check the introduction of the book.

1. Explain what is meant by Ana.

Ant.

Con.

2. What are the synonyms and antonyms of dark? Explain the differences in use.
3. Select 3 other words in which you are interested. Give their synonyms and antonyms and explain their differences in use.

Roget's Thesaurus

1. Locate the word dark. List the synonyms.
2. Using the same three words as in number three above, find the synonyms in Thesaurus.
3. Which of these books would be the most helpful to you? Why?

SEVENTH GRADE LESSON

Review

Dictionary of Contemporary
American Usage

1. May a person use the word alright in writing a sentence?
2. What difference in meanings are there in lonely, alone, and lonesome?
3. What does the word lumber mean in England?
4. What is a cliché? Read the entire entry before you write your answer.
5. Write 4 examples of a cliché not used in the discussion in the book.
6. Give one of the possible origins of the expression O.K. Is there more than one acceptable spelling?
7. From what word was pep derived?
8. In what situation was the phrase to steal someone's thunder created?
9. What is the background of the word clue?
10. How can this book sometimes be better used than an ordinary dictionary?

SEVENTH GRADE LESSON

GOALS:

- Provide review and practice of subject headings
- Provide review and practice with Dewey Decimal especially 973.2
- Provide practice with general collection books in many areas

MEDIA/RESEARCH OBJECTIVES:

- Use of Subject Headings 7.3.1; 7.3.2
- Use of Card Catalogue 7.6.1; 7.6.2; 7.6.3; 7.6.4
- Use of Dewey Decimal System 7.7.1; 7.7.2; 7.7.3
- Use of Encyclopedias 7.9.2
- Use of books in Subject Areas 7.11.1; 7.11.2
- Citizenship - All

PROCEDURES:

Subject: Social Studies Unit: Colonial Life

Class Content Objectives: Students will demonstrate an understanding of a facet of colonial life by constructing a representation of it.

Schedule: 2 periods in IRC to locate information and check it out.
2 weeks to use resources and complete a home project.

Strategies: Use chalk talk method to review and establish probable subject headings.
Check by a show of hands who may need help with projectors.
Observe students at work, be available to help.
Projects completed at home will be put on display in the lobby display case.

PROBABLE RESEARCH TOOLS:

- Books from general collection - Useful arts
 - Weapons
 - History
 - Cookery
 - Architecture
 - Costumes
 - Transportation
- Filmstrips
- Sound filmstrips
- Records

SEVENTH GRADE ASSIGNMENT

Using any resources from the school IRC, your home library or the public library you are to produce a representation of some segment of colonial life. You may make a model, a miniature, a diorama, a drawing, or a product typical of the times. As soon as you decide what your project will be please check with me for a "go-ahead." Your project is due two weeks from today. We will put them on display in the lobby display case.

Some suggestions are listed below but don't feel limited by them.

Do something that interests you,

1. Homes - model or floor plan
2. Food - a sample for the class
3. Weapons - model or drawings
4. Fortifications
5. Tools for farming
6. Furniture
7. Kitchenware
8. Toys - wood, corn husk, or cloth
9. Candles
10. Soap
11. Transportation

SEVENTH GRADE LESSON

GOALS:

Provide practice using Reader's Guide

Provide practice using almanacs

MEDIA/RESEARCH OBJECTIVES:

Use of Alphabetizing 7.1.1

Use of Subject Headings 7.3.1; 7.3.2

Use of the Almanac 7.4.1

Use of the Card Catalogue 7.6.3

Use of Reader's Guide 7.10.1; 7.10.2

Citizenship - All

PROCEDURES:

Subject: Language Arts Unit: Oral Discussion

Class Content Objectives: Student will demonstrate an ability to work in a group.
Student will demonstrate an ability to organize materials.
Student will demonstrate an ability to speak convincingly on a current issue.

Schedule: $\frac{1}{2}$ period to complete review lesson on Reader's Guide.
 $2\frac{1}{2}$ periods to gather information for discussion.

Strategies: Librarian will distribute Reader's Guide work sheet.
Class will work through the first entry orally together.
Students will complete exercise.
Remind students of the difference in locations of the index in almanacs.

PROBABLE RESEARCH TOOLS:

Reader's Guide, periodicals

Almanacs

General collection, 300 and 612, 622

SIRS notebooks (Social Issues Research Service)

SEVENTH GRADE ASSIGNMENT

Your assignment for oral discussion is to be done in groups of five. You will need to get together on a topic. Pick from those listed below. The format will be as follows;

4 - 5 minutes: An explanation of your problem
Define terms
Give background
Explain current situation
Review any laws you located

5 -10 minutes: Discuss the problem in your group, for the class
Include possible causes
Possible solutions
Each member of the group should have five questions to ask of his group

Topics

1. Credit card problems or abuse
2. Prison problems and reform
3. Back to basics in education
4. Privacy
5. Political ethics
6. Unemployment
7. Alcoholism
8. Labor unions, problems or ethics
9. Divorce
10. Welfare
11. Rising medical costs
12. Socialized medicine
13. Safety policies for toys
14. Problems of inflation

Your first task is to complete the review exercise on Reader's Guide on the attached sheet.

READER'S GUIDE REVIEW EXERCISE

Reader's Guide to Periodical Literature is used to find _____.

The entries are arranged _____ by _____.

Rewrite the following entries in your own words. Be sure you include every part of the entry and that you use complete sentences. You might start "I found an article in. . .," or "In the May issue of . . ." or "There is an article about . . ."

MOTOR truck

Spotlight on Dodge Pickup. C. J. Whipple.
il Pop Mech 115:82 F'61.

DOGS

Problems of urban dogs. B. M. Feldman.
Science 185:903 S 13 '74

FAMINES

Famine fears rise, battle lines form.
Sci N 106: 53-4+ J1 27 '74

SEVENTH GRADE LESSON

GOALS:

Introduce bibliographic form
Review Dewey Decimal System

MEDIA/RESEARCH OBJECTIVES:

Use of bibliography 6.2.1; 7.2.1
Use of Dewey Decimal System 7.7.3
Use of Reader's Guide 7.10.1; 7.10.2
Use of References 7.11.1; 7.11.2
Citizenship - All

PROCEDURES:

Subject: Science Unit: Health Topic: Disease

Class Content Objectives: Student will demonstrate an in depth understanding of a disease by writing a five page report following research in the IRC.

Strategies: Librarian, using an overhead projector and an acetate sheet will go over the bibliographic form given to the students. Respond to questions,

Remind students the Dewey classification 612 contains books on health and disease.

PROBABLE RESEARCH TOOLS:

Health encyclopedias and dictionaries
Reader's Guide
Periodicals
General encyclopedias
Almanacs
General collection

SEVENTH GRADE ASSIGNMENT

Health

Your task is to prepare a written report about a widely known disease. It should include the history, symptoms, treatment, long term effects, current research, and statistics if available. Your paper should be at least five pages long. It must include a bibliography of all your sources. Samples of kinds of entries are on the next page. We will spend two days in the IRC, two days in class and then two more days in the IRC. Your paper is due a week from this Friday. I will assign your topic from the following list:

- | | |
|---------------------|---------------------------------|
| 1. Common cold | 18. Cholera |
| 2. Common flu | 19. Cirrhosis |
| 3. Bronchitis | 20. Asthma |
| 4. Bubonic plague | 21. Tuberculosis |
| 5. Poliomyelitis | 22. Herpes simplex |
| 6. Bursitis | 23. Diabetes |
| 7. Cancer | 24. Yellow fever |
| 8. Chickenpox | 25. Undulant fever |
| 9. Diptheria | 26. Encephalitis |
| 10. Eczema | 27. Coronary thrombosis |
| 11. German measles | 28. Nephrosis |
| 12. Leukemia | 29. Ulcer |
| 13. Mumps | 30. Elephantiasis |
| 14. Rheumatic fever | 31. Emphysema |
| 15. Rickets | 32. Epilepsy |
| 16. Scarlet fever | 33. Tetanus |
| 16. Whooping cough | 34. Rock Mountain spotted fever |

FORM FOR BIBLIOGRAPHY

A bibliography is a list of all the print sources used in writing a research paper. It is found at the end of the paper. It is to be arranged alphabetically by author's last name. When no author is given, the title comes first and is therefore used in the alphabetical arrangement. As in the card catalogue, when the title is used in alphabetical arrangement the first word is used excluding the articles A, An, and The. Book, magazine, pamphlet, and encyclopedia titles are underlined. The title of an article is put in "quotation marks."

Here is a sample entry form

Book

Silverstein, Alvin, Viruses, Doubleday Co., Garden City, 1977.

Magazine

Smith, John, "The common cold is not so common," Family Health, December, 1977, pp. 120-121.

Encyclopedia

"Yellow Fever," World Book, 1978, Vol. 19, p. 215.

Pamphlet

"The seven warning signs of cancer," American Cancer Society, Dallas, 1969, p. 13.

Books

1. Author, last name first
2. Title
3. Edition, if not the first
4. Publisher, place, copyright date
5. Pages

Pamphlets

1. Author, last name first
2. "Title of article"
3. Name of pamphlet
4. Publisher, place, copyright date
5. Page number of article

Magazines

1. Author, last name first
2. "Title of article"
3. Name of magazine
4. Date of magazine (month and year)
5. Volume - if known
6. Page number of article

Encyclopedias

1. "Title of article"
2. Name of encyclopedia
3. Latest copyright date
4. Volume number
5. Page number of article

SEVENTH GRADE LESSON

GOALS:

Provide practice using a variety of references
Provide practice using subject headings
Provide practice in making a bibliography
Provide practice in using Reader's Guide

MEDIA/RESEARCH OBJECTIVES:

Use of Alphabetizing 7.1.1
Use of Bibliography 7.2.1
Use of Subject Headings 7.3.1; 7.3.2
Use of Almanacs 7.4.1
Use of Card Catalogue 7.6.1; 7.6.2
Use of Dewey Decimal System 7.7.1; 7.7.2
Use of Encyclopedias 7.9.1; 7.9.2
Use of Reader's Guide 7.10.1; 7.10.2
Use of Books in Reference Areas 7.11.1; 7.11.2
Citizenship - All

PROCEDURES:

Subject: Science Unit: Ecology

Class Content Objectives: Students will see a relationship between pollution and present life style.

Student will formulate some solutions for pollution.

Schedule: 4 days in IRC

Strategies: With overhead and transparency on bibliographic form, review information and form of entry.
Provided dittoed examples.
Provide assistance as needed.

PROBABLE RESEARCH TOOLS:

Science encyclopedias
General encyclopedias
General collection
Reader's Guide - periodicals
SIRS notebooks (Social Issues Research Service)

SEVENTH GRADE ASSIGNMENT

Below are listed some problems of modern life. You are to research one of these areas. There will be two students working on each subject but you should work individually. You are to prepare to discuss in class how these problems are interrelated, and some possible solutions. You are to prepare a bibliography of the materials that you use. Use a 3 x 5 card (on librarians desk) for each source so that you can put them in order. It might be easiest to take notes on the cards. Then if someone challenges a statement, you can verify from where it came.

Water pollution

Air pollution

Land pollution

Noise pollution

Modern transportation

Population explosion

Food shortages

Garbage or waste disposal

Energy crisis

Energy sources

Gas

Oil

Wind

Tides

Atomic energy

Solar energy

Coal

SEVENTH GRADE LESSON

GOALS:

Provide for practice in using history references
Provide practice using subject headings

MEDIA/RESEARCH OBJECTIVES:

Use of Card Catalogue 7.6.1; 7.6.2; 7.6.4
Use of Dewey Decimal System 7.7.2; 7.7.3
Encyclopedias 7.9.2
Use of Reference in Subject Areas 7.11.7; 7.11.2
Citizenship - All

PROCEDURES:

Subject: Social Studies Unit: Civil War Topic: Causes

Class Content Objectives: By preparing one of the four assignments, students will demonstrate their understanding of some causes of the Civil War.

Schedule: 3 days in the IRC

Strategies: Allow students to commence work immediately. Watch for students having trouble finding materials and investigate reasons. Provide help as needed.

PROBABLE RESEARCH TOOLS:

Dictionary of American History
Records of America
American Heritage History of the Civil War
American Heritage Atlas of United States History
General collection
Filmstrips and tapes

SEVENTH GRADE ASSIGNMENT

Social Studies

Creative assignment - causes of the Civil War

Working with one other person, choose one of the following assignments and have it ready to turn in by Thursday.

1. Draw one cartoon of a Northerner's reaction to the Dred Scott decision and another of a Southerner's reaction.
2. Prepare a poster which abolitionists might have used to persuade new territories to prohibit slavery.
3. Write a report which might have appeared in a newspaper describing one of these events: Compromise of 1850 or Dred Scott Decision.
4. Imagine that you are a Northern abolitionist, a slave or a plantation owner. Write a letter to a friend describing your problems prior to the Civil War.

SEVENTH GRADE LESSON

GOALS;

Provide experience with occupational materials
Provide experience with subject headings

MEDIA/RESEARCH OBJECTIVES;

Use of alphabetizing 7.1.1
Use of Subject Headings 7.3.1; 7.3.2
Card Catalogue 7.6.3
Use of Reference Books 7.11.1; 7.11.2
Citizenship - All

PROCEDURES:

Subject: Unified Arts Unit: Career exploration

Class Content Objectives: Student will build an awareness of the
variety of career choices.

The student will build a positive attitude
towards work.

Schedule: 2 periods in IRC

Strategies: Librarian will display career materials.
Remind students that some tools are
organized under subject headings rather
than alphabetically.

Remind students to use both the table of
contents and the index.

PROBABLE RESEARCH TOOLS:

Occupational Outlook Handbook
Encyclopedia of Careers and Vocational Guidance
Careers - Institute of Research Monographs
General encyclopedias
General collection

SEVENTH GRADE ASSIGNMENT

Think about things you like to do. Do you have a hobby? We all have things that we are interested in. Choose one special hobby or interest. Your task is to think of ways that you could make money in a field related to your hobby or interest. List possible occupations related to your hobby or interest.

Research one of those occupations. Determine;

1. Necessary education to do the job
2. Possible income from the job
3. Things you would like about the job
4. Things you would not like about the job

In numbers 3 and 4 include things like number of hours a week or long or irregular hours, need to travel or move, health risks, inside or outside work, clothing regulations, etc.

SEVENTH GRADE LESSON

GOALS:

Provide practice using special dictionaries
Provide practice using card catalogue

MEDIA/RESEARCH OBJECTIVES:

Use of Alphabetizing 7.1.1
Use of Subject Headings 7.3.1; 7.3.2
Use of Card Catalogue 7.6.1; 7.6.2; 7.6.3; 7.6.4
Use of Dictionaries 7.8.2

PROCEDURES:

Subject: Social Studies Unit: Immigration

Class Content Objectives: Student will understand that all Americans except the American Indians are immigrants.
Student will gain a sense of history as being personal.
Student will gain respect for his family heritage.

Schedule: 1 period in class
3 periods in IRC
2 periods in class

Strategies: Following a preparation day in class, students will locate information of family name and place of origin.
Librarian will provide support where needed.

PROBABLE RESEARCH TOOLS:

Dictionary of American Names
Webster's Biographical Dictionary
Atlases
Encyclopedias
Tape recorder for interviews
General collection
Geneology

SEVENTH GRADE ASSIGNMENT

Family Roots

As we study the enormous immigration into the United States during the 19th century it would be interesting to know when and why your family came,

You are to:

1. Gather data on your family by interviewing relatives, especially grandparents. Look up your family name in the Dictionary of American Names, what does it mean? Where does it come from?

Look up your name in Webster's Biographical Dictionary or Dictionary of American Biography. How many entries are there? Are any of them your relatives?

Determine as close as you can, when your ancestors first came to the United States and from where.

2. Determine the reason (or possible reasons) why they might have immigrated to the United States. What was going on in the home land at that time. Possible reasons might include war, famine, adventure, religious persecution, a gift of land from the Crown, poverty, etc.
3. Write a report of what you have learned about your ancestors. Then complete one of the projects listed below:
 - a. Using world and United States maps, trace the probably route your family took to the Wenatchee Valley. Use as many dates as available.
 - b. Design a family crest that would be representative of your family.
 - c. Complete a family tree as far back as possible.

SEVENTH GRADE LESSON

GOALS:

Provide for practice in using subject headings
Provide practice in using Dewey Decimal System

MEDIA/RESEARCH OBJECTIVES:

Use of Subject Headings 7,3,1; 7,3,2
Use of Dewey Decimal System 7,7.1; 7,7.2; 7,7.3
Use of Atlases 7.5.1; 7.5.2
Use of Card Catalogue 7,6,2, 7,6.3, 7,6.4
Use of Dictionaries 7.8.1; 7.8.2
Use of Encyclopedias 7.9.2
Use of Books in Reference Areas 6.11.2; 7.1.1; 7.1.2
Citizenship - All

PROCEDURES:

Subject: Social Studies Unit: Pacific Northwest Land Claims

Class Content Objectives: Student will gain an understanding of land claims in the Pacific Northwest by preparing material on which a negotiating team will base a decision on ownership and boundaries.

Schedule: $\frac{1}{2}$ period for chalk talk on possible subject headings for research
 $3\frac{1}{2}$ periods for research in IRC
2 class periods for groups to prepare for negotiations

PROBABLE RESEARCH TOOLS:

Historical Atlases
Dictionary of American History
Dictionary of American Biography
Encyclopedias
General collection - Pacific Northwest history books

SEVENTH GRADE ASSIGNMENT

The objective of this project is to acquaint you with the four major countries, United States, Great Britian, Spain and Russia, and their roles in the exploration, settlement, and acquisition of great divisions of land in the Pacific Northwest. Because four powerful nations made significant claims to the Northwest in one form or another, there was quite an international conflict for these territories. Your role in this assignment is to represent your country in an imaginary negotiation to divide the northwest. Working in teams, your assignment will be to research and prepare for the international negotiations with the leaders of the other countries.

In order to make claims for territory, countries must have documentation of discoveries, exploration and settlement. All claims must be prior to 1845.

Four negotiating teams will represent Russia, Great Britian, United States and France.

Research Topics

1. Discoveries and explorations
 - A. Names of explorers, their discoveries and most important the dates and extent of explorations.
 - B. Maps and documentation (sources) of claims.
2. Settlements
 - A. Fur traders - trading posts, companies, maps or trade routes.
 - B. Missions - missionaries, religious settlements, Indian relations, conversions, maps.
 - C. Forts - military installations, locations, population, maps.
 - D. Settlements - town trails west, settlements, population, maps.
3. Counter arguments - find arguments to counter claims by other countries
 - A. Reasons for exploration.
 - B. Treatment of wildlife
 - C. Treatment of Indians
 - D. Treaties signed
 - E. Size of settlements

Information and documentations (sources and page numbers used) must accompany all claims at the negotiations.

SIGN-UP SHEET

Country _____

Chief Negotiator _____

Exploration Negotiator _____

Research assistant _____

Map maker _____

Settlement Negotiator _____

Mission researcher _____

Fort researcher _____

Settlement researcher _____

Fur Trader researcher _____

Counter Argument Negotiator _____

Research assistant _____

SEVENTH GRADE LESSON

GOALS:

Provide students with practice using mathematics reference books
Reinforce use of index in books

MEDIA/RESEARCH OBJECTIVES:

Use of Alphabetizing 7,1,1
Use of Dictionaries 7,8,1; 7,8,2
Use of Reference Books in Subject Area 7,11.1; 7,11,2
Citizenship - All

PROCEDURES:

Subject Mathematics Unit: Statistics Topic: Graphs

Class Content Objectives: Students will demonstrate an understanding of graphs by constructing and labeling four kinds of graphs.

Schedule: 1 period in IRC

Strategies: Librarian will remind students that 510 is the Dewey classification for mathematics. Display possible reference books.

PROBABLE RESEARCH TOOLS:

Mathematics dictionaries
Book of Popular Science
General encyclopedias

SEVENTH GRADE ASSIGNMENT

Mathematics

Name _____

Using mathematics reference books, define the terms listed below. Then turn your paper over and draw a sample of each kind of graph. Be sure to use titles and subtitles.

Graph

Circle graph

Line graph

Picture graph

Bar graph

SEVENTH GRADE LESSON

GOALS:

Provide practice using music references,
Provide practice in bibliographic form
Provide practice using Reader's Guide.

MEDIA/RESEARCH OBJECTIVES:

Use of Bibliography 7.2.1
Use of Reader's Guide 7.10.1; 7.10.2
Use of Books in Reference Areas 7.11.1; 7.11.2
Citizenship - All

PROCEDURES:

Subject: Music

Class Content Objectives: Student will become aware of styles of contemporary music.
Student will appreciate a style more by learning its history.

Schedule: 3 days in IRC. Report completed at home.

Strategies: Allow students to work in their own way.
Observe and be ready to offer help as needed.
Provide instruction for any student needing help with AV projectors.

PROBABLE RESEARCH TOOLS:

Music dictionaries
General collection
Reader's Guide and periodicals

SEVENTH GRADE ASSIGNMENT

You are to do a research project on one of the following music forms:

Jazz

Pop

Blues

Country Western

Swing

Rock

Folk

Or you may use a current group as your topic. Be sure you can find enough information. Your report should be at least two pages long plus your bibliography. Be sure to keep a record of your sources and page numbers in periodicals.

You are to use at least two print sources and one AV source.

SEVENTH GRADE TEST

The attached sheet is a list of sources to answer media/research questions. Choose the best source listed to get the information asked for. Enter the letter of the source in the blank to the left of the question.

Name _____

- _____ 1. A list of magazine articles about the Seattle Super Sonics.
- _____ 2. A list of technical words and their definitions used in a book.
- _____ 3. The population of counties in Washington State.
- _____ 4. Whether this library has the book A Long Way Up.
- _____ 5. Pamphlets on Douglas County P.U.D.
- _____ 6. An alphabetical listing of the subjects included in a book.
- _____ 7. A list of books related to a topic you are studying.
- _____ 8. A book the school library does not have.
- _____ 9. In what country Lake Geneva can be found.
- _____ 10. Whether Anchorage, Alaska is east or west of Los Angeles.
- _____ 11. A background article on Washington State.
- _____ 12. Who wrote, "I've never seen a purple cow."
- _____ 13. Whether the library has books by Vera Cleaver.
- _____ 14. How the word jujitsu is pronounced.
- _____ 15. When the book you are reading was published.
- _____ 16. Quickly, for what was Edgar Allen Poe famous?
- _____ 17. A list of general topics covered in a book.
- _____ 18. The source of a statement quoted in a book you are reading.
- _____ 19. Biographical accounts of the signers of the Declaration of Independence.
- _____ 20. If our library has any books on chess.

- A. Vertical File
- B. Encyclopedia
- C. Reader's Guide to Periodical Literature
- D. Public Library
- E. Unabridged Dictionary
- F. Card Catalogue: Author card
- G. Bartlett's Familiar Quotations
- H. Card Catalogue: Subject card
- I. Webster's Biographical Dictionary
- J. Webster's Geographical Dictionary
- K. Card Catalogue: Title card
- L. World Almanac
- M. Glossary
- N. Title Page
- O. Goode's World Atlas
- P. Bibliography
- Q. Table of Contents
- R. Dictionary of American Biography
- S. Index
- T. Footnote

SEVENTH GRADE TEST

Name _____

- 1 AIKEN, Conrad
Poetry and the mind of modern man, Atlan
214:79-81 N '64
- 2 AIR Plants
Strangler fig, native epiphyte, V. N. Argo. Il
Natur Hist 73:26-31 N '64
- 3 AIRPLANE racing
Hell's angels fly again: National air races,
Reno, Nev. J. N. Bell. il Sat Eve Post 237:
28-31 N 7 '64

These are entries from Reader's Guide. Fill in the information from them that is needed below.

	1	2	3
Title			
Subject			
Author			
Month and year			
Volume			
Magazine			

Is the arrangement of the entries alphabetical word-by-word or letter-by-letter?

In a bibliography:	True	False
The title of a book is underlined	_____	_____
The title of a magazine article is underlined	_____	_____
The title of an encyclopedia article is underlined	_____	_____
The copyright date is included in any entry	_____	_____
The entries are alphabetical by author's name	_____	_____
The title of a magazine is underlined	_____	_____

Rearrange these call numbers into the order they would appear on the library shelves.

1	1	2	2
591		358	
S		B	
590		359,007	
W		C	
591		358,9	
A		G	
590		359	
T		A	
594		358,069	
S		F	

CHINA-HISTORY

951 Seeger, Elizabeth
 S The pageant of Chinese history; illus. by
 Bernard Watkins. 4th ed. McKay, 1962.
 427p illus

Answer the following questions about the card catalog information shown above.

Is this an author, title or subject card?

Who is the author of this book?

What is the title of this book?

What is the call number?

On the separate strip of blue paper write your name at the top. Go to any drawer of the card catalogue, find a subject card for a nonfiction book. Write the subject in capitol letters, the call number, the title and the author. Go to the stacks and locate the book. Place the blue strip in the book and put the book back on the shelf on its spine.

On the separate strip of yellow paper, write your name at the top. Go to the cart of non-fiction books and select one to return to the shelf. Put your yellow strip of paper in the book and carefully shelve the book in its proper place. Put it on it's spine so it is easy to locate.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

In philosophy, it is not the attainment of the goal that matters, it is the things that are met with by the way.

Havelock Ellis

SUMMARY

The development of this program guide was based on the assumptions that frequent IRC use of instructional materials, in a variety of situations, will result in improved media/research skills and that repetition results in ease, which contributes to independence and self confidence. By implementing the widely held belief, substantiated in the literature, that media/research skills are better retained if used in conjunction with subject assigned lessons, it is hoped that students will be better prepared to attack research needs whenever they are encountered.

By examining the literature it was determined that transescents are recognized as anxious to be involved in decision making, restless, inquisitive, and needing peer approval. Lessons have been planned to allow student decisions and to provide choices. Lessons allow students to move about, consult peers, and work in different committee positions. Lessons vary from individual work sheets to group action. Observable results of lessons vary from pencil and paper products to art projects.

Each lesson is designed to offer review and practice of media/research skills and to enhance learning of subject matter. Most of the media/research skills have been introduced earlier, the problem is to increase the competency and raise the spiral of complexity.

The sixth grade orientation and seventh grade review provide suitable evidence for planning. Summative evaluation for letter grades is of secondary importance to the librarian and is dealt with by the classroom teacher in his assessment of the completed assignment. Formative evaluation for diagnosis is provided by an ongoing student record and by periodic tests. Program evaluation is provided by periodic tests and item analysis of standardized achievement test results.

Student Learning Objectives for media/research skills for sixth and seventh grade have been developed which provide the focus for lessons. Many more skills are used in each lesson than are specified in the lesson objectives; the objectives cited indicate the emphasis of each lesson.

Lessons included in the guide are examples of the integration of media/research skills with subject matter. The lessons cannot be completed without using the tools and skills stated. If this program were implemented the problem would not be to locate additional lesson ideas. Rather, the problem would be to decide which lessons should be chosen to provide adequate and balanced media/research opportunities and still have sufficient time to carry on the other responsibilities of the librarian.

RECOMMENDATIONS

The impetus behind the development of this project was the need to provide a strong model of IRC use for consideration by the Eastmont

administration for the Eastmont Middle School. The program that has evolved provides for the teaching of media/research skills in an organized and recordable fashion and yet provides open time for small group and individual use. It provides accessibility when needed, a key to a strong program.

Therefore, the initial recommendation is to encourage the adoption of this program for the Eastmont Middle School. There is no means of assessing its effectiveness without implementation. It seems more professional to experiment with a strongly supported approach than to settle for a tested program that shows substantial deficiencies. The librarian must not settle for sending book collections to classrooms but must insure that students use the whole facility as regularly as possible. Possible weaknesses in this program are its heavy reliance on teacher cooperation and the amount of planning time necessary. This issue has been approached with teachers during the lesson planning portion of the project. After being exposed to the possible benefits to teachers and students, the teachers proved enthusiastic and cooperative, which seems to indicate that such weaknesses can be overcome.

The program will need to be monitored for effectiveness so my second recommendation is that the results of the study skills section of the standardized achievement tests be carefully examined. Itemized analysis of test items could validate overall suitability and success of the program.

Some steps recommended for readers considering a similar program are:

1. Make a strong presentation to your administration and solicit their support.

2. Develop good rapport with teachers and gain their trust.

3. Attend curriculum planning sessions so you are knowledgeable about coming assignments.

These three steps should insure opportunities to integrate media/research skills with class assignments. The librarian by consulting the records is in the best position to judge the development of media/research skills.

It is of little concern who takes the initiative in organizing a particular lesson. The teacher might be ready to prepare a research assignment or the librarian might see that a group needed work in a particular skill. However, it is the final recommendation that it be the librarian's responsibility to see that each student gets many and varied experiences in the IRC.

A FINAL THOUGHT

When all is said and done, a significant part of the librarian's job is teaching students to use the resources available to them. No amount of budget, no time spent in thoughtful selection, no careful shelving of the collection, will help the student who does not know how to find the material he needs. Once he has those skills he becomes an effective and independent library user.

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APPENDIX A

APPENDIX A

STUDENT LEARNING OBJECTIVES

I. Alphabetizing

- 6.1.1 The student remembers two kinds of alphabetizing schemes, word-by-word, and letter-by-letter.
- 6.1.2 The student remembers that the card catalogue is alphabetized word-by-word.
- 6.1.3 The student can carry out the steps of locating or shelving a book by author's name.
- 7.1.1 The student sees the relationship between letter-by-letter and word-by-word alphabetizing and can implement either.

II. Bibliography

- 6.2.1 The student remembers that bibliographic entries refer to other materials on the same subject.
- 7.2.1 The student can carry out the steps of preparing a bibliography for a research paper.

III. Subject Headings

- 6.3.1 The student remembers that there may be a variety of subject headings for a subject.
- 6.3.2 The student can identify a subject heading card in the card catalogue.
- 7.3.1 The student, given the opportunity to choose, will experiment to find subject headings.
- 7.3.2 The student sees the relationship of subject headings in a variety of tools.

IV. Use of the Almanac

- 6.4.1 The student remembers almanacs as a quick source of information.
- 6.4.2 The student remembers the location of the index in World Almanac and others.
- 7.4.2 The student remembers to use the almanac for quick statistical information.

V. Use of the Atlas

- 6.5.1 The student sees the relationship between the information he seeks and the entries in the table of contents.
- 6.5.2 The student remembers to use the index.
- 6.5.3 The student sees the relationship between political and physical maps.
- 6.5.4 The student can carry out the steps necessary to find a site on a map given two coordinates.
- 7.5.1 The student can carry out the steps of applying a scale of distance.
- 7.5.2 The student can carry out the steps necessary to interpret simple tables, charts and graphs.

VI. Use of the Card Catalogue

- 6.6.1 The student remembers the difference between author, title and subject cards.
- 6.6.2 The student remembers where to locate the call number on a card.
- 6.6.3 The student sees the relationship between cards for print and non-print materials.
- 6.6.4 The student sees the relationship between fiction and non-fiction cards.
- 6.6.5 The student remembers that the call number for biography is 921 and that the shelving is alphabetical by biographee's last name.
- 7.6.1 The student remembers the rule of A, An and The, in alphabetizing titles.
- 7.6.2 The student remembers how to read a catalogue card.
- 7.6.3 The student can carry out the steps of alphabetizing word by word.
- 7.6.4 The student remembers that the subject cards for U. S. History are arranged chronologically rather than alphabetically.

VII. Use of the Dewey Decimal System

- 6.7.1 The student sees the relationship between the Dewey number and the shelf location of a book.
- 6.7.2 The student can carry out the steps for locating a non-fiction book on the shelf.
- 7.7.1 The student remembers the ten basic divisions of the Dewey Decimal system.
- 7.7.2 The student can carry out the steps necessary for shelving a non-fiction book.
- 7.7.3 The student remembers frequently used classifications when reviewed.

VIII. Use of Dictionaries

- 6.8.1 The student sees the relationship between guide words and the entry he is looking for.
- 6.8.2 The student remembers that there are special subject dictionaries.
- 7.8.1 The student remembers the abbreviations in the entry or remembers how to locate the key.
- 7.8.2 The student carries out the necessary steps for using special dictionaries.

IX. Use of Encyclopedias

- 6.9.1 The student remembers that encyclopedias contain general background information.
- 6.9.2 The student carries out the steps necessary to use indexes and cross references.
- 6.9.3 The student remembers that there are special subject encyclopedias.

APPENDIX A (continued)

- 7.9.1 The student remembers when recent copyright is important.
- 7.9.2 The student carries out the steps necessary to using special encyclopedias.

X. Use of Reader's Guide to Periodical Literature

- 6.10.1 The student remembers the organization to be alphabetical by subject.
- 6.10.2 The student remembers the parts of an entry.
- 6.10.3 The student remembers that the key to the abbreviations is in the front of the guide.
- 7.10.1 The student sees the relationship between current sources and periodicals.
- 7.10.2 Whenever the student uses Reader's Guide he willingly tries several subject headings to find needed materials.

XI. Use of Books in Reference Areas

- 6.11.1 The student remembers that many subject disciplines have special reference tools.
- 6.11.2 The student carries out the steps necessary to use an index.
- 7.11.1 The student remembers how to choose reference tools.
- 7.11.2 The student sees the relationship between particular forms of reference materials.

XII. Citizenship

- 6.12.1 Whenever the student comes to the IRC he quickly starts his task.
- 6.12.2 Whenever the student uses media he cares for it properly.
- 6.12.3 The student will have positive feelings about his fellow students and pursue his goal in such a way that he does not interfere with others.
- 6.12.4 The student will have positive feelings about using reference materials and enjoy the challenge of finding answers.
- 6.12.5 The student will have a feeling of pride in working independently in the IRC.
- 6.12.6 Given the opportunity to choose, the student will reshelve books with care so others can find them.
- 6.12.7 Given the opportunity to choose, the student will return materials promptly so that others can use them.

APPENDIX B

111

Name	Teacher	Year	Assignment
			Almanac
			Atlas
			Audio-Visual
			Card Catalogue
			Dewey Decimal
			Dictionary
			<u>Reader's Guide</u>
			Special Dictionary
			Special Encyclopedia
			Subject Reference
			Other

STUDENT REPORT FORM

Name _____ L.A./S.S. Teacher _____

Subject _____ Teacher _____ Assignment _____

	Almanac
	Atlas
	Audio-Visual
	Card Catalogue
	Dewey Decimal
	Dictionary
	<u>Reader's Guide</u>
	Special Dictionary
	Special Encyclopedia
	Subject Reference
	Other

STUDENT REPORT FORM

Name _____ L.A./S.S. Teacher _____

Subject _____ Teacher _____ Assignment _____

	Almanac
	Atlas
	Audio-Visual
	Card Catalogue
	Dewey Decimal
	Dictionary
	<u>Reader's Guide</u>
	Special Dictionary
	Special Encyclopedia
	Subject Reference
	Other

APPENDIX C

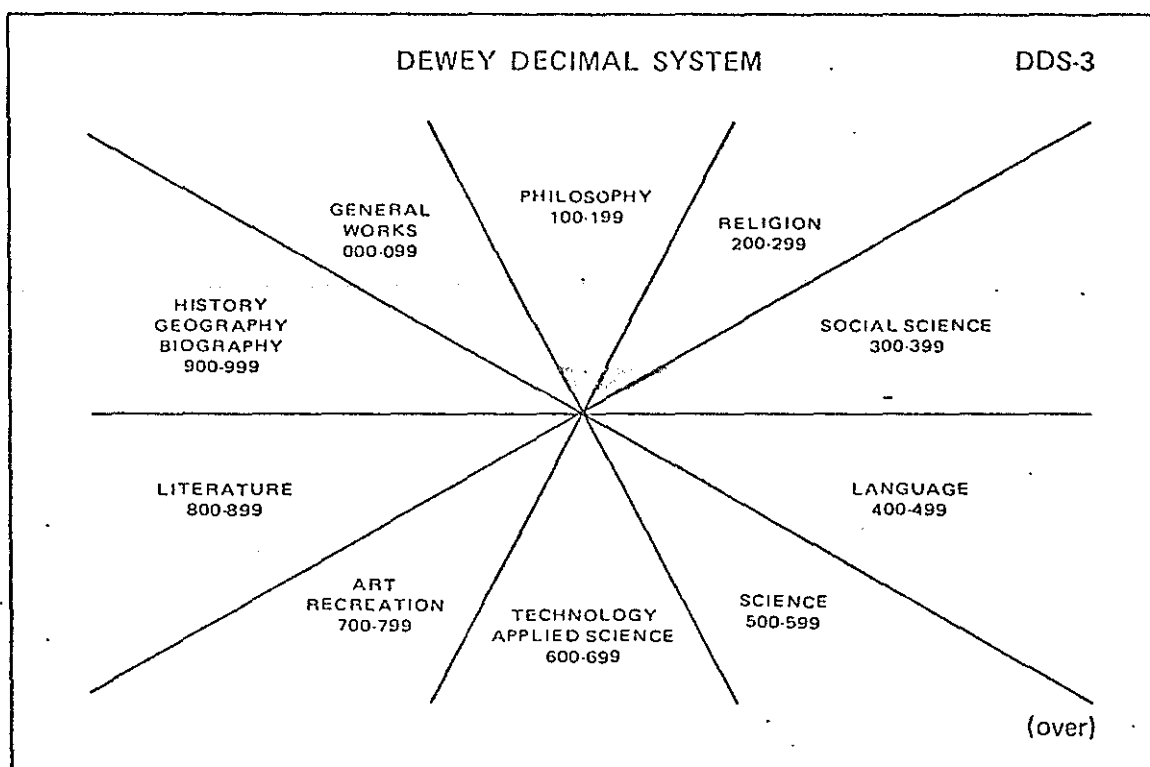
TABLE OF LIBRARY SKILLS*

Skills	Grades												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Introduction to Library													
Citizenship													
Book Care													
Illustrators													
Listening													
Imagination													
Reading for Appreciation													
Reading for Information													
Check-out procedure													
Book Arrangement													
Evaluate Materials													
Recognize Call Number													
Dictionaries													
Parts of Book													
Card Catalogue													
Alphabetizing													
Subject Headings													
Dewey Decimal System													
Encyclopedias and Atlases													
Almanac													
Reader's Guide to Periodical Literature													
Bibliographies													

*adapted from Feuchter (9:Appendix A)

APPENDIX D

APPENDIX D
REPLICAS OF JOB CARDS



ACTIVITY

Arrange the following in numerical order and copy them on another sheet of paper. Then after each one list the Dewey Decimal System category to which each numeral belongs.

- | | |
|-----------------|-----------------|
| 1. 333.75 _____ | 6. 970.1 _____ |
| 2. 292.44 _____ | 7. 681.15 _____ |
| 3. 970.11 _____ | 8. 927 _____ |
| 4. 553 _____ | 9. 328 _____ |
| 5. 733.15 _____ | 10. 507.2 _____ |

APPENDIX D (continued)

LIBRARY TECHNIQUES

DDS-8

Test

Find books from the shelves on the following subjects. On another sheet of paper write the name of the book, the author's name and the book's complete number.

- 100 Religion of Myths _____
- 300 Social Sciences _____
- 400 Language _____
- 500 Science _____
- 600 Technology _____
- 700 Fine Arts and Recreation _____
- 800 Literature—Poetry _____
- 900 Geography—History _____
- B- Biography _____
- F- Fiction _____

(over)

ACTIVITY

Use the words at the bottom of this card to complete the following sentences.

1. A book shelf is called a _____.
2. The number found on the spine of the book is called the _____.
3. The life story of a person written by someone else is called a _____.
4. The life story of a person written by himself is an _____.
5. A card index to all the books in a library is the _____.
6. A book or story based on fact is listed as _____.

nonfiction

stack

call number

biography

autobiography

card catalog

APPENDIX E

APPENDIX E

MIDDLE SCHOOL PHILOSOPHY

The following outline was developed by the Task Force to represent what we feel are the critical elements of the district's Middle School philosophy. It was left in outline form to facilitate its examination, discussion, and revision by the planning committee. Ultimately, it should be completed in narrative form and published for the staff, students, and community.

I. Rationale for Development of Middle School Program

- A. Dissatisfaction with traditional junior high school as it pertains to seventh grade students
 - 1. Departmentalized curriculum
 - 2. Emphasis upon interscholastic athletics
 - 3. Variance in maturity level of 7th, 8th, and 9th grade students
- B. Elementary schools not as able to meet needs of sixth grade students
 - 1. Different social/emotional needs
 - 2. More specialized instruction needed
 - 3. Exploratory programs not now provided in sixth grades
 - 4. Inflexible schedule (length of day)
- C. Building program required/allowed change
 - 1. Need for additional classrooms at elementary level
 - 2. "Spare" secondary school
 - 3. Unusual opportunity to change
 - 4. Unsatisfactory special education facility

II. Characteristics of the 11-13 Year Old

- A. Physical growth and development
 - 1. Rapid physical growth being experienced by many
 - 2. Variety of "energy levels"
 - 3. Girls maturing more rapidly than boys
 - 4. Boys experiencing physical coordination problems
 - 5. High concern with appearance---self-conscious about physical development
 - 6. High activity level
- B. Social
 - 1. Need for peer approval
 - 2. Decreasing concern for adult approval
 - 3. Defiance of authority
 - 4. Questioning of adult values
 - 5. Seeks additional freedoms
 - 6. Rapid shifts in social groups
 - 7. Frequent changes in interests

APPENDIX E (continued)

II. Characteristics of the 11-13 Year Old (continued)

C. Emotional

1. Values and behavior continually changing
2. Change in emotions common
3. Self-consciousness
4. Self-centered
5. Demands/rejects responsibility

D. Educational

1. Wide range of basic skill development
2. Varied attention span
3. Girls experiencing more academic success than boys
4. Exhibits divergent thinking
5. More curious about the events around him

III. Needs of the Sixth and Seventh Grade Student

- A. Instruction in basic skills (remediation/development/refinement)
- B. Exposure to new curriculum areas
- C. Opportunity to explore career possibilities
- D. Means to identify and clarify personal values
- E. Opportunity to participate in individual and group activities
- F. Development of leadership skills and abilities
- G. Close relationship with adult leader
- H. Means to develop divergent thinking skills
- I. Physical exercise and instruction in physical skills
- J. Positive role models
- K. Firm, consistent parameters for behavior

IV. Goals of the Middle School Program

The Eastmont Middle School Program shall:

- A. Provide strong basic skills instruction for all students who have not achieved proficiency in reading, writing and computation.
- B. Provide for the continued development of skills and knowledge in science, health, physical education, art and music.

APPENDIX E (continued)

IV. Goals of the Middle School Program (continued)

- C. Provide an exploratory program in vocational and academic areas that can be continued at the secondary level.
- D. Provide an activity program with an emphasis upon participation by everyone.
- E. Provide a transition from the self-contained elementary to the departmentalized secondary program.
- F. Provide an opportunity for close teacher/student relationships.
- G. Provide for positive contact and communication between the home and school.
- H. Provide opportunity for students to develop a positive self-image, values and decision-making skills.
- I. Provide for awareness of various cultures and lifestyles.

V. Desired Staff Characteristics

- A. Enthusiasm and commitment to the education of the early adolescent
- B. Commitment to the philosophy of the middle school
- C. Willingness to identify and implement positive program changes
- D. Willingness to seek solutions to problems through research and innovation
- E. Willingness to allow students to share in decision making in appropriate areas
- F. Understanding of the characteristics and needs of the 11-14 year old student