

Jennifer Perry
L553 – School Library Media Specialist
INSPIRE lesson plan
February 1, 2006

Overview

In my imagined scenario, I have developed this lesson during collaborative planning with a fifth grade classroom teacher as part of a larger unit of study on Native Americans. In the (imaginary) past, I have taught lessons on note-taking, bibliographic citation, and plagiarism during this unit. This year, the teacher and I have decided that I will also teach an introduction to the INSPIRE database. Toward this end, we have added a new dimension to the research project that asks students to incorporate information about a current event or issue relating to each Native American group in addition to the usual historical information. This research question will require students to move away from texts available in the media center into alternate resources such as newspaper and magazine articles, which INSPIRE can provide.

This lesson provides an overview of INSPIRE, demonstrates its use, and allows students to practice their new skills by conducting searches pertaining to their research project. Citing articles from INSPIRE's encyclopedia is demonstrated. It is assumed that students will spend time reading the magazine or newspaper articles they located during this session and will return to the media center for a follow-up lesson on citing those sources.

Standards Addressed

Social Studies – Grade 5

- 5.1.3 Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.
Example: Compare their styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.
- 5.2.11 Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.

AASL/AECT Information Literacy Standards

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

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Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Materials Needed

Computers with Internet connection
Access to INSPIRE database
LCD projector, if available, for group viewing of web pages
Copies of INSPIRE Database worksheets (attached) for each student
Copies of Reflection Questionnaire (attached) for each student
Chalkboard, whiteboard, chart paper, or overhead projector for demonstrating citation

Prior Student Knowledge

At the time of this lesson, students have already begun studying Native Americans in a historical context with their classroom teacher. The students are ready to begin researching their chosen groups. Most students will not have much prior knowledge about specific tribes/groups, but rather a general understanding that may contain some stereotypes or other inaccurate information.

No prior knowledge about the INSPIRE database is assumed. Students have some experience with Internet search engines or other databases, such as automated library catalogs, and have had basic lessons on Boolean searching and using quotations marks to search for phrases.

Anticipatory Set

Secure Learners' Attention – ask students about the “current issue” aspect of the assignment and provide an example of an interesting current issue, such as the fact that the Inuit people have three different alphabets and are working on creating one common language¹.

Establish Learners' Interest - Ask students for their ideas on where they might locate this sort of information. Inform students that there is an easy way to search newspaper and magazine articles available on the computers in front of them, called INSPIRE.

¹ Reid, Tim. “Writing on Wall for Inuit’s Alphabets.” The Australian 14 Aug. 2002. EBSCOhost Kids Search. Childs Elementary School, Bloomington, IN. 2 Feb. 2006 <<http://search.epnet.com/login.aspx?direct=true&db=nfh&an=200208141007330989&site=srck5>>.

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Transmit Learning Expectations – Ask if anyone has already seen or used INSPIRE. Let students know that they will be expected to use INSPIRE to locate at least one article for the current issue portion of their research project.

Teach from Prior Learning – Ask if any of the students have used search engines such as Yahoo! or Google to search the Internet. Inform them that searching INSPIRE will be similar to using these search engines or using keywords to search the library's online catalog. Have students brainstorm ways to combine search terms and remind them, as necessary, of previous lessons on Boolean logic and using quotation marks to search for phrases.

Procedures

1. Students are seated at computer workstations in the media center computer lab.
2. Lead discussion of items mentioned in Anticipatory Set above.
3. Have students access INSPIRE Kids through a short cut on the desktop.
4. Introduce the parts of INSPIRE, starting with the dictionary and images sections. Using the LCD projector, demonstrate searching with an example term (such as **bear**), then have students experiment with these functions using search terms of their choice.
5. Using the example term, demonstrate the encyclopedia section, including how to find the information for a citation. With assistance from the students, write the citation on the board, overhead, or chart paper in the format below (MLA style).

Citation for Online Database Encyclopedia Article²

Author's Last Name, First Name (if available). "Title of Article." Title of Encyclopedia. Copyright year. Database Company Name. Subscribing Library or Organization, City, State. Date of visit to site <URL>.

6. Return to the main page of Kids Search and introduce topic searches. Have students discuss which topics could be searched for information on the example term (bears). Discuss what would happen if a search were conducted without choosing a topic area (all topic areas would be included in the search) and when this might be useful (a broad search is desired).

² OSLIS Citation Maker. Oregon School Library Information System. 2 February 2006
<http://www.oslis.k12.or.us/citeintro/nof_citesession.php>

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7. Using the example term, demonstrate a search without selecting a topic area. Examine the number of search results and discuss the potential relevance of articles on the first page of the results.

8. Using the example term, demonstrate a search using a topic area of the students' choice (such as Animals). Discuss the number of search results, the potential relevance of articles on the first page, and any differences between this type of search and the previous one.

9. Demonstrate how results can be sorted according to type of source (i.e., magazines, newspapers, primary source documents, etc.) Discuss when this might be useful.

10. Hand out the **INSPIRE Database worksheets**. Allow students to begin searching for information on their Native American groups. (Remind students to check for correct spellings of Native American names.) Walk around the room, observing and providing individual attention as needed.

11. Allow 10 minutes for students to complete the **Reflection Questionnaires** and lesson recap.

Follow-up

Students are expected to have selected and read articles from the database before returning to the media center for the next scheduled class time. The next lesson will cover how to cite magazine or newspaper articles obtained from the INSPIRE database.

Review

This lesson could be reviewed periodically whenever students are conducting research, especially when recent articles or images are needed.

Evaluation

Assessment of students will be based on:

- observation of student effort and participation
- completion of three exercises
- thoughtful completion of reflection questionnaire

Evaluation of lesson success will be based on student understanding, both observed and demonstrated in the exercises, and on student comments on the reflection questionnaire. Any parts of the lesson that were unclear or otherwise not optimal will be reworked or replaced.

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Name _____

INSPIRE Database – Exercise 1

Search the Encyclopedia.

Keyword(s) used: _____

When you've found an article, print it out.

Write down the following information to use in your bibliography:

- Author's name (if there is one) _____
- Title of the article _____
- Title of the encyclopedia _____
- Copyright year _____
- Name of the database _____
- Date you looked at the article _____
- URL (website address) _____

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Name _____

INSPIRE Database – Exercise 2

Use the “Find” Box.

Keyword(s) used: _____

How many “hits” did you get? _____

Try a different search strategy (such as a Boolean search, phrase search, or different keyword(s)).

What did you try? _____

How many “hits” did you get? _____

Which search do you think gave you more useful results and why?

Write down the title of at least one article you would like to read for your research:

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Name _____

INSPIRE Database – Exercise 3

Choose a Topic Area.

Which topic did you choose? Why? _____

Use the “Find” Box.

Keyword(s) used: _____

How many “hits” did you get? _____

Try checking one box under “Search within current topic.” This narrows your search.

How many “hits” did you get? _____

Did the two searches give you the same articles on the first page or were there differences? Which search do you think was the most useful and why?

Write down at least one title of an article you would like to read for your research:

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Name _____

INSPIRE Database - Reflection

Do you think the INSPIRE database will help you with your research? Why or why not?

What do you like best about INSPIRE?

What do you like least?

Was there anything you would like to practice more or have explained again?