

**Syracuse City School Library System  
Collaborative Lesson Plan Integrating  
NOVEL & SCSD Online Databases**

**School:** Salem Hyde Elementary  
**LMS:** Sharon Oliver  
**Teacher:** Jennifer Murphy

**Curricular Area:** Social Studies

**Grade Level:** 5th

**Lesson Duration:** (time, periods or days) (6) 45min. research periods

**Lesson Name:** Important People of the American Revolution

**Goals and Objectives for the Lesson:** Students will be able to research and report about their significance to the American Revolution.

- Online Database Subscription Used
- EBSCO Searchasaurus
  - EBSCO TOPIC Search
  - EBSCO Master FILE Select
  - Junior Edition K-12
  - Custom Newspapers
  - New York State Newspapers
  - National Newspaper Index 1977-2003
  - Twayne's Author Series
  - Health Reference Center Academic
  - Health and Wellness Resource Center
  - Gale Virtual Reference Library
  - Business & Co. Resource Center
  - Informe (Revistas en Espanol)
  - General Science Collection
  - Kids InfoBits
  - Student Resource Center Junior
  - Student Resource Center Bronze
  - Opposing Viewpoints
  - World Book Encyclopedia
  - New Book of Knowledge
  - Grolier Multimedia Encyclopedia
  - Encyclopedia Americana
  - America the Beautiful
  - Lands and People
  - New Book of Popular Science
  - Newsbank Syracuse Newspapers
  - ProQuest Education Periodicals

<u>Lesson Activity (Detailed Explanation):</u>	<u>Responsibility</u> (L)MS (T)eacher (S)tudent	<u>Needs:</u> Materials Equipment Resources	<u>Student Product and</u> <u>Student Assessment</u>	<u>Standard</u> NYS Learning- NY AASL Literacy-L NETS Tech.-T (write # from list)
Show video – America Rock: Revolution	T	Video VCR & TV		
Randomly assign a significant person for students to study	T,S	List of appropriate Revolutionary War figures	Discussion	SS 1,2 ELA 1,2
Review Big 6 research process introduced in 4 <sup>th</sup> grade.	L	Big 6 Overheads, LMS lesson plan	Discussion	L 1

<b>Demonstrate appropriate online databases. Assign ½ of the students to research on computer and ½ to work from print encyclopedias &amp; biographies.</b>	L,T,S	Internet connected computers, note-taking materials	Notes	T 1,2,3,5 AASL L-1, L-2, L-3
<b>For next period switch students from computers to print or print to computers.</b>	L,T,S	Internet connected computers, note-taking materials	Notes	T 1,2,3,5 AASL L-1, L-2, L-3
<b>Demonstrate writing from notes, writing process, gathering info, drafting, editing, revising and publishing.</b>	L,T,S	Chart paper or overhead	Rough Draft	ELA S.1, S.2
<b>Pre-Write biographical essay.</b>	S	Paper & pencil, Alphasmart or Word Processing	1 <sup>st</sup> Draft	L1, L3 ELA S.1, S.2
<b>Peer edit rough drafts.</b>	S	Draft, Colored Pen	Draft with comments. Peer editing worksheet	ELA S.1, S.2, S.3
<b>List questions for interviewing Revolutionary War figures as a basis for round-robin interviewing. Review interview skills.</b>	S	Paper & pencil	List of questions	ELA 1, 2 C.D.O.S. NY 6 SS 6-2, 6-3
<b>Assign ½ the class as interviewers and ½ as interviewees. Interviewers take notes on information collected at the interviews.</b>	S	Note-taking materials	Information from interviews. Observation, interview skills, oral presentations.	ELA 1, 2, 3, 4 C.D.O.S. NY 6 SS 6-2, 6-3