

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

School: Seymour Magnet School

LMS: Loretta Johnson

Teacher: Rick Kharas, John Campagna

Curricular Area: Social Studies

Grade Level: 5

Lesson Duration: 6 40 minute periods

Lesson Name: The Branches of the United States Government

Goals and Objectives for the Lesson:

The Goals of the project are:

- To help students review the way the US government works in preparation for the NYS Social Studies Test.
- To answer the essential question from the SCSD Curriculum: How was the United States Government established to protect your rights as a citizen?
- To learn about the three branches of US government, duties of each branch of government, and qualifications for members of House, Senate, President.

Information literacy skills addressed:

- Analyzing an assignment to understand what is needed to complete it
- Understanding what an online database is and how to use search terms to access it.
- How to take notes, organize work, and write a summary.
- Working together to share ideas and discoveries about the US Government

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

Information Literacy Standards Addressed

Standard L1-1: Access information efficiently and effectively, as described by the following indicators:

1. recognizes the need for information;
2. recognizes that accurate and comprehensive information is the basis for intelligent decision making

Standard L1-3: Uses information effectively and creatively, as described by the following indicators:

1. organizes information for practical application;
2. integrates new information into one's own knowledge;
3. applies information in critical thinking and problem solving;
4. produces and communicates information and ideas in appropriate formats.

Standard L3-3: Participates effectively in groups to pursue and generate information, as described by the following indicators:

1. shares knowledge and information with others;
2. respects others' ideas and backgrounds and acknowledges their contributions;
3. collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions;
4. collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.

NYS Standards Addressed:

English Language Arts

1. Students will read, write, listen, and speak for information and understanding
4. Students will read, write, listen, and speak for social interaction.

Mathematics, Science, Technology

2. Students will access, generate, process, and transfer information using appropriate technologies

Social Studies

Civics, Citizenship, and Government- Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

National Technology Standards

T1-2 Students are proficient in the use of technology.

T2-3 Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

T3-1 Students use technology tools to enhance learning, increase productivity, and promote creativity.

T5-1 Students use technology to locate, evaluate, and collect information from a variety of sources.

T5-2 Students use technology tools to process data and report results.

T6-1 Students use technology resources for solving problems and making informed decisions.

Overview: Students will research basic US Government information in preparation for the NYS Social Studies Test. Using AlphaSmart technology, they will take the information they gathered and write a brief summary. This project should take about a week to complete.

<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 Student Assessment</u>	<u>Standard</u> NYS Learning- NY AASL Literacy-L NETS Tech.-T (write # from list)
<p>Day 1: Library Rules: Review rules for working in the library so that everyone understands expectations for behavior.</p>	LMS	Poster	Student conduct will be consistent with the library rules	See above for standards related to the project.
<p>Let students know the following and the time limits for each: Everyone will look up about the branches of government. You will select one and research how that one works. You will take notes about what you found. You will use AlphaSmarts to write a brief summary of what you found.</p> <p>Procedures: -Go over graphic organizer. -Show online Almanac and how to use it. (http://www.factmonster.com/) -Go over keywords to use to look up information about topic. -It should take two days to complete the front of this sheet.</p>	LMS Teacher	<ul style="list-style-type: none"> • Graphic Organizer • Computers connected to the Internet 	Student will demonstrate ability to go to the online Almanac, look up their topic, and take brief notes on their graphic organizer.	
<p>Day 2: Circulate and assist as needed. Front of sheet should be completed by the end of the day.</p>				
<p>Day 3: Objectives: -You will research more in depth information about a</p>	LMS Teacher		Students will demonstrate their ability to go to New	

<p>specific branch of the US Government. -You will review how to highlight important points, then take notes (not complete sentences). Procedures: -Review how to highlight -Review how to take notes. -Go over side 2 of graphic organizer -Demonstrate New Book of Knowledge Database and how to use it to look up the branches of government.</p> <p>Day 4: Objectives: Students will review how to turn notes into sentences. Students will organize their work in preparation for writing a summary. Students will review how to use AlphaSmarts to write a summary.</p> <p>Procedures: -Turning notes into sentences: If you have written down words that you don't know the meaning of, now is the time to ask about them. We want your summary written in words you can understand!</p> <p>-Organizing notes: Look at each box and decide what information you want to come first, second, third, etc. The main thing to remember is to keep information about the same topic together. Number each box in the order you will write you summary.</p> <p>-Review how to use AlphaSmart: Use file one. Password is "Apple" Name Topic Room Number</p>	<p>LMS Teacher</p>	<p>AlphaSmarts</p>	<p>Book of Knowledge and take notes.</p> <ul style="list-style-type: none"> • Students will take notes and then organize them so that the information about the same topic is all together. • Students will begin working on their AlphaSmarts independently. 	
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Day 5: -Explain how to load work on computer for printing. -Circulate and assist as needed -Load work on computers and then print them as needed	LMS	Computers, AlphaSmarts	Students will demonstrate how to transfer text from AlphaSmart to Computer.	
Day 6: -circulate and assist as needed until completion of project.	LMS Teacher		Task Completed	