

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

School: Van Duyn Elementary
LMS: Silvia Macor
Teacher: Debbie Doyle

Curricular Area: Social Studies

Grade Level: 5th

Lesson Duration: (time, periods or days) 4 40 min. library periods and 4 40 min. class periods

Lesson Name :American Revolution People and highlights

Goals and Objectives for the Lesson: Students will be able to explain why a person or a battle was important during the American Revolution. Students will create a poster featuring: name of person or battle; 2 pictures; at least 5 facts; separate hand-written report about the person or battle

- 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 Student Assessment</u>	<u>Standard</u> NYS Learning- NY AASL Literacy-L NETS Tech.-T (write # from list)
1. each students is assigned a topic (person or battle) 2. students come to library lab with pencil and paper 3. students use SCSD databases to research their topic 4. students find pictures on their topic 5. students take notes on websites or printout information	L T S	Computers Printers Pencils Paper	Notes, pictures, printouts on assigned topics	N 3-1; N3-2;N 3-3; N 3-4; N 2-2; L L 1-1; L 1-2; T1; T2; T 3-1; T 5-1
6. Students bring research, notes, pictures back to class	T S	Pencils Glue	Poster board of topic; students will	N 7-1; N 7-5; L 1-3; L 2-2; L2-3;

<p>7. Students write rough draft of research paper 8. Students plan out what their board will look like 9. Students complete boards 10. Students complete research projects</p>		<p>Poster boards Construction paper Art supplies Scissors</p>	<p>use peer review to assess each other; teacher will use rubric to assess students</p>	<p>L 3-1; L 3-2; L 3-3; T 3-2; T 4-2; T 5-2; T 5-3</p>