

INQUIRY PROCESS: RESOURCES

Lesson Plan

Purpose: The purpose of this lesson is to have students consider the variety of resources available to them to answer each of their Little Questions and to learn that different kinds of information may be found in different sources, which are subsequently found in different locations.

OUTCOMES

LESSON GOALS	QEP COMPETENCIES
<p>Students will be able to...</p> <ul style="list-style-type: none"> Determine appropriate sources for their information need. Design an appropriate plan based on their information need. 	<p><i>Languages: English Language Arts</i></p> <p>3 – To represent her/his literacy in different media</p> <p>4 – To use language to communicate and learn</p> <p><i>Cross Curricular</i></p> <p>3 – To exercise critical judgment</p> <p>5 – To adopt effective work methods</p> <p>6 – To use information and communication technologies</p> <p>8 – To cooperate with others</p> <p>9 – To communicate appropriately</p>

Materials:

- Computers with Internet access.
- Interactive white board e.g., SmartBoard.
- Blank paper for each group.
- Whiteboard and markers.
- Optional: Handout of the Reference Tools Sheet exercise (see the teacher resources page for the handout).*

RANGE OF RESOURCES

- Split* the class in half and give each half a Little Question. Further divide each half into smaller teams. The Little Questions do not need to be related to the topic of their task.
- Designate* a recorder for each team. The recorder should take a blank sheet of paper and divide it into 3 sections. They should label the top of each section ‘people’, ‘places’, and ‘material’.
- Tell* students to brainstorm resources that might be useful for their subject. Have students think of as many places, people, or types of materials that they can use in order to find information on that topic. Encourage them to be creative.

- 4) *Write* the categories on the whiteboard.
Draw 3 sections on the whiteboard: people, places, material.
- 5) *Bring* students back as a group and have the teams for Little Question #1 share their ideas.
Record them on the board under the appropriate categories. Ask the other half of the class if they would like to add any resources.
- 6) *Review* the information need inherent in the Little Question.
Have the class determine what type of information is needed in order to answer the Little Question. Do they need:
 - Background information
 - Definitions
 - Dates that the topic occurred
 - Information about a person
 - Images
 - Facts
- 7) *Discuss* which of the brainstormed resources would be the best resource to use.
Explain that students should prioritize the best of these resources. As the brainstorm activity should have shown, resources can be found everywhere. They need to determine the best ones to select based on their needs and the availability of resources.
- 8) *Repeat* the process for Little Question #2.

DETERMINE THE BEST RESOURCES

- 1) *Have* students log into IS-21.
Students should navigate to the IS-21 task that they created. They should be on the **RESOURCES** step.
- 2) *Instruct* students to take turns marking the type of information needed.
Each group member should select 2 of their Little Questions and indicate what information need the question is asking of them. Based on that information need they should select the best resource to meet that need.
- 3) *Have* students review each other's decisions.
Insure that both group members agree on the information need and best resource that they selected.
- 4) *Use* the **Report** feature of IS-21 to review the students' work.

ePEARL Users

Remember the Report may also be viewed in a student artifact. Think about viewing it there and providing feedback through the Teacher Feedback feature.



Optional Modifications to the Lesson

Consider whether you would like to invite an expert to speak to your class. As this lesson explores available resources, it is likely that students may mention experts and relevant workers in the field.

OPTIONAL: INFORMATION NEEDS FOR REFERENCE SOURCES

The following activity can be used if students are having difficulty determining which reference sources to use to meet their needs. They may also be unaware that these sources are called reference sources.

- 1) *Tell* students that they will be practicing selecting appropriate reference sources to meeting their information need(s).
- 2) Provide students with the information need and ask them to suggest appropriate resources.
You may want to create this list using a transparency or the whiteboard.

Information Need	Resource(s)
I need to define a word.	Dictionary
I need a map of North America.	Atlas
I need to find the phone number of a museum.	Telephone directory (print or web)
I need newspaper articles on my topic.	Newspaper Index (print or electronic)
I need background information on my topic.	Encyclopedia (general or subject)
I need to find information about a person.	Biography, Encyclopedia
I need to find information about a person.	Citation/Style Manual
I need help writing my paper.	Writing Guide

- 3) *Hand out* the reference resources list Reference Tools.

REFLECTION

For students that have completed the step quickly, suggest they use the extra class time to begin reflecting. Direct them to the reflections window in IS-21 and suggest they use the prompts as needed. There are additional prompts listed on the teacher resource page if you would like to have them broken down by each step.

This is an individual task. Students should not be completing this portion with their group member(s). Even if reflection is not a big part of your classroom, we recommend that you have students reflect at least once.

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There are two locations that students can reflect- either within their IS-21 task or within the ePEARL artifact that is automatically created whenever a new IS-21 task is started. The reflection ends up in the same place though!

This lesson is an adaptation of a lesson from AT&T/UCLA's *Initiative for the 21st Century Literacies'* teacher resources. It was modified with permission.

