

**MIDDLE SCHOOL LIBRARY LESSON PLAN # 6-1.1a**

<b>National Literacy Standard</b>	<b>1.1</b> The student who is information literate accesses information efficiently and effectively by recognizing the need for information.	<b>Grade</b>  <b>6</b>
<b>Virginia SOL</b>	<b>6.1(E), 6.2(E), 6.3(E), 6.5(E)</b> (See SOL sheets at the beginning of the grade level for full text.)	<b>ENGLISH</b>
<b>Hanover Objective</b>	To identify the organization and policies of the Library Media Center.	
<b>Title</b>	<i>“Explore the Magic of the Library Media Center”</i>	
<b>Resources and Materials</b>	1. Tour of the Library Media Center on-line 2. Treasure Hunt map and questions	
<b>Introduction</b>	Welcome to your Library Media Center. Explore the magic and adventure of the Library Media Program.	
<b>Vocabulary</b>	overdue, fine, Spectrum electronic catalog, search strategy, non-fiction, fiction, biography, reference, ID card, SC, user name, password, Dewey number	
<b>Activity</b>	1. Introduce librarians, Media Center, organization, and policies. 2. Tour the Library Media Center either on-line or on-site. 3. Review Spectrum and how to use it. 4. Explain scavenger hunt of the Library Media Center.	
<b>Closure</b>	The library media specialist will review material covered, and students will use Spectrum in order to check out books.	
<b>Evaluation</b>	How well did students locate and check out materials and complete worksheets used for this objective?	

**Comments:**

*Parts of this lesson could be used with new students, in all grades, as they enroll throughout the school year.*

**Treasure Hunt Questions for Lesson #6-1.1a**

**Clues to Discovering Treasures in the Library**

1. A book may be checked out of the library by using the student's \_\_\_\_\_.
2. A book may be checked out for a period of \_\_\_\_\_.
- 3-5. Name three magazines found in the library.
6. SC stands for \_\_\_\_\_.
7. The section in the library that has books about a person's life story is the \_\_\_\_\_.
8. How many units of paperback books are there in the LMC?
9. How many computers does the LMC have?
10. What is the title of the biography that has the call numbers 92 DON?
11. What is the name of a general set of encyclopedia?
12. Books with Dewey numbers are \_\_\_\_\_ books.
13. What is the best resource to use to find if the LMC has the book *Bat 6*?
14. According to the Dewey Decimal Classification System, the 300 section groups together materials on what subject?
15. Using the card catalog, how many *titles* does LMC have written by Lois Lenski?
16. Using the card catalog, write the call numbers for a book about aliens.
17. The call number 612 contains books about what subject?
18. A biography of Anne Frank would have what call numbers and letters?
19. The Reference section has dictionaries of languages other than English. What other language dictionary does LMC have?
- 20-21. Name the two librarians who are eager to help you when you visit the library?
22. What is the library secretary's name?

**MIDDLE SCHOOL LIBRARY LESSON PLAN # 6-1.4a**

<b>National Literacy Standard</b>	<b>1.4</b> The student who is information literate accesses information efficiently and effectively by developing and using successful strategies for locating information.	<b>Grade</b>  <b>6</b>
<b>Virginia SOL</b>	<b>6.2(E), 6.3(E), 6.5(E)</b> (see SOL sheet at the beginning of the grade level for full text)	<b>ENGLISH</b>
<b>Hanover Objective</b>	The student will select from a wide range of resources for a given purpose.	
<b>Title</b>	<i>“African American History Month/Biography Research”</i>	
<b>Resources and Materials</b>	On-line library catalog, encyclopedias, World Biography	
<b>Introduction</b>	In the classroom the Language Arts teacher introduces the unit and each student is assigned an individual to research in the library media center.	
<b>Vocabulary</b>	Index, biography, autobiography, primary sources, bibliography	
<b>Activity</b>	In the library, students will locate and access information using encyclopedias (print and electronic), <i>World Biography</i> , and Spectrum (on-line catalog). The librarian will instruct students on creating a bibliography.	
<b>Closure</b>	The students will present their researched information in an interview format.	
<b>Evaluation</b>	Students will evaluate their peer’s presentations according to specific rubrics given at the outset. The Language Arts teacher and librarian will evaluate the process and make suggestions for improvement.	

*Comments:*

**Lesson # 6-1.4a Worksheet**

## African American History Month Biography Research

**\*\*Research a famous African American and answer the following questions.**

**\*\*You need to put your answers on note cards and become familiar enough with the information that you will be able to share it in an interview format.**

**\*\*You also need to look for information to create one trivia question about your personality. Make sure it is a significant piece of information.**

### QUESTIONS:

1. Name of subject:
2. Where did your subject grow up?
3. When was she/he born and (if applicable) when did he/she die?
4. What influenced your subject to become interested in his/her field?
5. Were there any difficulties or problems your subject faced that made it difficult for him/her to accomplish his/her goals? Explain.
6. What achievements has your subject accomplished? How has he/she become recognized for excellence in his/her field?

**\*\*Trivia Question:**

**\*\*Answer:**

**Remember, you will be presenting your research in an interview format!**

**MIDDLE SCHOOL LIBRARY LESSON PLAN # 6-1.4b**

<b>National Literacy Standard</b>	1.4 The student who is information literate access information efficiently and effectively by developing and using successful strategies for locating information.	<b>Grade</b>  <b>6</b>
<b>Virginia SOL</b>	<b>6.1(E), 6.3(E), 6.5(E), USI.9</b> (see SOL sheet at the beginning of the grade level for full text)	<b>ENGLISH</b>
<b>Hanover Objective</b>	The student will select from a wide range of resources for a given purpose and use search strategies to retrieve electronic information.	
<b>Title</b>	<i>“Meet Carolyn Reeder”</i>	
<b>Resources and Materials</b>	30 copies of Carolyn Reeder’s books.	
<b>Introduction</b>	Talk about the purpose of the unit and its goals	
<b>Vocabulary</b>	Moonshine, traitor	
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Introduce students to Mrs. Reeder’s books.</li> <li>2. Hand out activity sheets and explain directions.</li> <li>3. Students complete activity sheets</li> <li>4. Students check out one of Mrs. Reeder’s books.</li> </ol>	
<b>Closure</b>	Review the four goals and make sure each student checks out a library book.	
<b>Evaluation</b>	Completed activity sheets.	

*Comments:*

Lesson # 6-1.4b - Worksheet 1 of 4

Student \_\_\_\_\_ Block \_\_\_\_\_

Use complete sentences. Remember to cite your source

Activity #1 Use Something About the Author. Choose one of the authors whose last name is alphabetically closest to your own: William Armstrong, Avi, Betsy Byars, James L. Collier, Christopher Curtis, Will Hobbs, Lois Lowry, Phyllis Naylor, Katherine Paterson, Gary Paulsen, Carolyn Reeder, Ann Rinaldi, Pamela Service, Mildred Taylor, Theodore Taylor, Robb White or Laurence Yep.

Find the correct volume by using the author index in volumes 123, 125, or 127. The author index will tell you the volume number of the needed book.

1. The author I chose was \_\_\_\_\_
2. His/her birthday is \_\_\_\_\_
3. His/her place of birth is \_\_\_\_\_
4. His/her parents were \_\_\_\_\_
5. Besides being a writer, the author \_\_\_\_\_
6. His/her address is \_\_\_\_\_
7. Awards won by this author are \_\_\_\_\_

Cite your source:

\_\_\_\_\_. (\_\_\_\_).  
Title of article copyright date

\_\_\_\_\_.  
Title of the book.

\_\_\_\_\_. : \_\_\_\_\_.  
Place of publication. Publisher.

**Lesson # 6-1.4b - Worksheet 2 of 4**

Activity #2 Use Infotrac Magazine/periodical index to answer the following questions. Click on Junior Edition. Type in **Drummer Boys**. Find a magazine article in the magazine *Appleseeds* to answer the questions.

- A. What are fifes?
- B. Name one tune that fifers play.
- C. What did the different rhythms mean?
- D. Why did musicians wear special uniforms?

Cite your source:

\_\_\_\_\_. (\_\_\_\_). \_\_\_\_\_.  
Author (last name, first name)                      date                      title of the article

\_\_\_\_\_. Retrieved \_\_\_\_\_,  
title of magazine    today's date

From \_\_\_\_\_.  
Web address

**Lesson # 6-1.4b - Worksheet 3 of 4**

Activity #3 Use World Book Encyclopedia. Look up “civil war” to answer the following questions.

A. What are some other names for the Civil War?

B. Look at the map “The Divided Nation.” How many states were free? How many states were slave states?

C. Look under “The results of the War,” write a 3-sentence summary of the cost of the war.

Cite your sources:

\_\_\_\_\_. (\_\_\_\_). \_\_\_\_\_.  
Author (last name, first name)      copyright      title of the article

\_\_\_\_\_. (\_\_\_\_, \_\_\_\_). \_\_\_\_\_:  
name of encyclopedia      vol#, pp      place of publication

\_\_\_\_\_.  
Publisher





**MIDDLE SCHOOL LIBRARY LESSON PLAN # 6-1.4c**

<b>National Literacy Standard</b>	<b>1.4</b> The student who is information literate access information efficiently and effectively by developing and using successful strategies for locating information.	<b>Grade</b> <b>6</b>
<b>Virginia SOL</b>	<b>Health 6.5</b> The student will identify diseases that can be controlled or prevented by immunization. <b>Health 6.6</b> The student will identify various health agencies and organizations and their roles in preventing and controlling diseases. <b>Health 6.7</b> The student will identify the contributions of scientists to the field of health.	<b>HEALTH</b>
<b>Hanover Objective</b>	The student will select from a wide range of resources for a given purpose and use periodicals as an information source.	
<b>Title</b>	<i>“Catch anything lately?”</i> (disease research)	
<b>Resources and Materials</b>	Worksheets, web addresses	
<b>Introduction</b>	Explain that each student is researching a different disease and explain what information is required. All sources must be cited.	
<b>Vocabulary</b>	Cite sources	
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Hand out worksheets</li> <li>2. Explain to students the number of sources required.</li> <li>3. Students use resources to research their assigned disease.</li> <li>4. Students present their information to the class</li> </ol>	
<b>Closure</b>	Review objectives and ask for comments	
<b>Evaluation</b>	Oral presentations	

**Comments:**

**Lesson # 6-1.4c – Assignment sheet**

Block \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ has been assigned to the disease

\_\_\_\_\_. Your class is going to the library to research on

\_\_\_\_\_ <date> \_\_\_\_\_. Your presentation is due on \_\_\_\_\_ <date> \_\_\_\_\_.

Requirements for Presentations

Must Include:

1. history
2. possible symptoms
3. prevention
4. cure/who invented/when
5. visual aid

**Lesson # 6-1.4c – Worksheet**

**WHERE TO LOOK FIRST FOR THE EASIEST AND FASTEST SOURCE:**

Use Spectrum catalog first to see if we have any books in our library on your topic.

**Encyclopedias:**

[www.go.grolier.com](http://www.go.grolier.com)

[www.worldbookonline.com](http://www.worldbookonline.com)

**Other Sites:**

[www.ama-assn/consumer.htm](http://www.ama-assn/consumer.htm)

1. look for “subject” in the left hand column.
2. point mouse on “subject” and hit “enter”
3. type your subject.
4. Look for the subject you typed in the first line that appears
5. highlight and hit “enter”

[www.infind.com](http://www.infind.com)

[www.biography.com](http://www.biography.com)

**FOR MAGAZINE ARTICLES**

[www.infotrac.galegroup.com](http://www.infotrac.galegroup.com)

**information needed for the disease you are researching:**

**possible causes**

**symptoms**

**prevention**

**treatment**

**who found the cure and when**

**history.**

**CITE EVERY SOURCE YOU USE!**

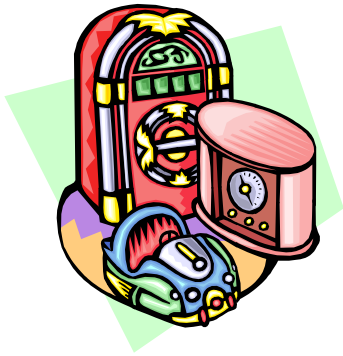
**MIDDLE SCHOOL LIBRARY LESSON PLAN # 6-2.4a**

<b>National Literacy Standard</b>	2.4 The student who is information literate evaluates information critically and competently by selecting information appropriate to the problem or question at hand.	<b>Grade</b> <b>6</b>
<b>Virginia SOL</b>	<b>6.1(E), 6.3(E), 6.5(E), USI.1, USI.9</b> (see SOL sheet at the beginning of the grade level for full text)	<b>ENGLISH</b>
<b>Hanover Objective</b>	The student will compare and contrast information about one topic from different selections and compare and contrast points of view.	
<b>Title</b>	<i>“Minorities during the Civil War”</i>	
<b>Resources and Materials</b>	<u>Dear Ellen Bee</u> Biographies of civil war figures encyclopedias Internet	
<b>Introduction</b>	The students respond to a statement by Frederick Douglass: “The Civil War was a white man’s war.”	
<b>Vocabulary</b>		
<b>Activity</b>	Students use books, encyclopedias, and the internet to find information about the role of women, blacks, and Native Americans in the Civil War. Students record their information and form groups to compare information. After groups discuss their findings, each group presents their information to the class.	
<b>Closure</b>	Students respond to Douglass’s statement again and explain how their initial ideas were changed by information they had found.	
<b>Evaluation</b>	Presentations, responses to statements	

**Comments:**

**MIDDLE SCHOOL LIBRARY LESSON PLAN # 6-3.3a**

<b>National Literacy Standard</b>	<b>3.3</b> The student who is information literate uses information effectively and efficiently by applying information in critical thinking and problem solving.	Grade <b>6</b>
<b>Virginia SOL</b>	<b>6.2(E), 6.3(E), 6.5(E), USII.7, 8.4(C/T)</b> (See SOL sheets at the beginning of the grade level for full text.)	<b>ENGLISH</b>
<b>Hanover Objective</b>	The student will organize information for practical application, synthesize information from primary sources, use indexes, select an appropriate presentation format, and identify and use appropriate software.	
<b>Title</b>	<i>“Blast From the Past”</i>	
<b>Resources and Materials</b>	“When They Drop the Bomb” song available from <a href="http://www.authentichistory.com/audio/1950s/atomicmusic.html">www.authentichistory.com/audio/1950s/atomicmusic.html</a> “Hound Dog” by Elvis Presley <a href="http://www.thefiftiesweb.com">www.thefiftiesweb.com</a> 1950’s school yearbook Online newspapers	
<b>Introduction</b>	What is life like today? What was life like in the 1950s?	
<b>Vocabulary</b>	primary sources, index, Cold War, traditional roles	
<b>Activity</b>	Discuss topics of interest to young people such as clothes, music, and food. Have students complete the column of 2002 on Teenage Life Then and Now. Play “When They Drop the Bomb.” This can be done by attaching speakers to the computer. Play “Hound Dog.” Discuss the themes apparent in the song. “As a 1950’s teenager, what topics or events do you hear in this song?” Students will use the web site, <a href="http://www.thefiftiesweb.com">www.thefiftiesweb.com</a> to complete the 1950’s column of the Teenage Life Then and Now sheet. In teams, students will create a presentation based upon the events and times of the 1950s. The presentation can be a skit, a dance, a newspaper article, a PowerPoint presentation, a fashion show, or a TV show.	
<b>Closure</b>	Students will present their projects. Students will watch a segment from a 1950s movie, <i>Blast From the Past</i> , <i>Back to the Future</i> , and see if they can identify any of their chart information in the movie.	
<b>Evaluation</b>	Observation Project assessment	



Place your favorite item in the box below. Use [www.thefiftiesweb.com](http://www.thefiftiesweb.com) to find items from the 1950's.

### Teenage Life Then and Now

Lesson # 6-3.3a - Worksheet

	2002	1950's
<b>FASHION OR HAIR STYLE</b>		
<b>FAD</b>		
<b>SLANG</b>		
<b>DANCE</b>		
<b>SONG, INCLUDING ARTIST(S)</b>		
<b>WOMEN'S JOBS</b>		

**MIDDLE SCHOOL LIBRARY LESSON PLAN #6-4.2a**

<b>National Literacy Standard</b>	<b>4.2</b> The student who is an independent learner is information literate and pursues information related to personal interests by seeking information related to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits.	<b>Grade</b> <b>6</b>
<b>Virginia SOL</b>	<b>6.2(E), 6.3(E), 8.4(C/T)</b> (See SOL sheets at the beginning of the grade level for full text.)	<b>ENGLISH</b>
<b>Hanover Objective</b>	The student will use the online catalog and the Internet to find materials for personal interest.	
<b>Title</b>	<i>“Searching for Something”</i>	
<b>Resources and Materials</b>	Computers with Spectrum and Internet access Worksheet .	
<b>Introduction</b>	Discuss various ways of locating materials/information in the library	
<b>Vocabulary</b>	Internet, online catalog, search engines	
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Have students use online catalog to locate sources in library</li> <li>2. Discuss results and go over worksheet</li> <li>3. Use two different search engines (Google, Alta Vista) to locate information on assigned topics</li> <li>4. Discuss results and go over worksheet</li> </ol>	
<b>Closure</b>	Brief summary of activity completed as a review.	
<b>Evaluation</b>	Check student handouts	

**Comments:**



**Lesson # 6-4.2a - Worksheet**

\_\_\_\_\_  
NAME

Using Spectrum Patron catalog, do a **keyword** search on the following topics and answer the questions below.

1. Using “dirt bikes” how many sources are available?  
How many are fiction? \_\_\_\_\_ How many are nonfiction? \_\_\_\_\_
  
2. Using “cheerleading” how many sources are available?  
How many are fiction? \_\_\_\_\_ How many are nonfiction? \_\_\_\_\_
  
3. What is the call number of Ultimate Cheerleading? \_\_\_\_\_  
Who is the author? \_\_\_\_\_
  
4. Using “skateboarding” how many sources are available?  
How many are fiction? \_\_\_\_\_ How many are nonfiction? \_\_\_\_\_
  
5. Using “snowboarding” how many sources are available?  
How many are fiction? \_\_\_\_\_ How many are nonfiction? \_\_\_\_\_
  
6. Using “soccer” how many sources are available?  
How many are fiction? \_\_\_\_\_ How many are nonfiction? \_\_\_\_\_
  
7. Using “swimming” how many sources are available?  
How many are fiction? \_\_\_\_\_ How many are paperback? \_\_\_\_\_  
How many are video tapes? \_\_\_\_\_
  
8. Who is the author of Stotan? \_\_\_\_\_
  
9. What is the call number of The Great Green Notebook of Katie Roberts? \_\_\_\_\_
  
10. What is the call number of Small Garden Animals? \_\_\_\_\_

Using Google and Alta Vista, answer the following questions.

11. Using “cheerleading” how many results?  
Google \_\_\_\_\_ Alta Vista \_\_\_\_\_
12. Using “dirt bikes” how many results?  
Google \_\_\_\_\_ Alta Vista \_\_\_\_\_
13. Using “skateboarding” how many results?  
Google \_\_\_\_\_ Alta Vista \_\_\_\_\_
14. Using “rules of soccer” how many results?  
Google \_\_\_\_\_ Alta Vista \_\_\_\_\_
15. Using “swimming events” how many results?  
Google \_\_\_\_\_ Alta Vista \_\_\_\_\_

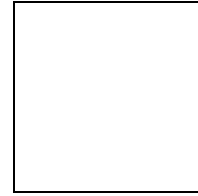
**MIDDLE SCHOOL LIBRARY LESSON PLAN # 6-5.2a**

<b>National Literacy Standard</b>	<b>5.2</b> The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information by deriving meaning from information presented creatively in a variety of forms.	<b>Grade</b> <b>6</b>
<b>Virginia SOL</b>	<b>6.4(E), 6.6(E), 8.4(C/T)</b> (See SOL sheets at the beginning of grade level for full text.)	<b>ENGLISH</b>
<b>Hanover Objective</b>	The student will recognize a variety of genre, compare and contrast plot, character development, and author’s style, and use knowledge of literary forms to aid comprehension and predict outcomes.	
<b>Title</b>	“ <i>Calling All Genre</i> ”	
<b>Resources and Materials</b>	Online catalog (Spectrum), worksheets, library collection	
<b>Introduction</b>	“What are some of the things that you are really interested in?” “What are some ways of finding out more about your interests?”	
<b>Vocabulary</b>	Electronic library catalog, Spectrum, genre	
<b>Activity</b>	Explain genre. Discuss using online catalog to find genre of interest. Select a book and read, identifying nine elements. Create a project.	
<b>Closure</b>	Projects will be presented and evaluated.	
<b>Evaluation</b>	As the students finish the worksheet, the sheet will be checked for accuracy. When the students exit the library, there will be a check to see who checked out a book.	

**Comments:**

## Book in a Bag

### Project and Presentation



This book report project will be based on a book of your choice. The book should be selected after the project is assigned. Your presentation will be based on a part of the novel. After reading your book, you will select 10 objects or items that represent and explain the different parts of your novel. The 10 items will include information about the characters, setting, plot, conflict, and the resolution.

#### Items to Include:

- |                       |   |
|-----------------------|---|
| ~ Setting -- 1 item   | 1 item representing the time and place of your story  |
| ~Characters – 2 items | character’s traits, and 1 item representing another character’s traits                                    |
| ~Plot – 3 items       | events that take place in the novel. These events should be presented in the correct chronological order. |
| ~Conflict -- 2 items  | 2 items representing one or more conflicts in the novel. Each conflict should be labeled                  |
| ~Resolution – 2 items | 2 items representing how the conflicts were solved and what happened as a result of the conflicts.        |

All 10 items should be placed in a bag. You will attach an index card with a short paragraph to each item explaining how each of the ten items is related to the book. You will present your Book in a Bag project in class. You should practice your presentation at home. You will be graded on your items as well as your presentation.

Book in a Bag Evaluation: Projects will be graded as follows:

Project turned in on time \_\_\_\_\_/ 10 points

Items in Bag:

Setting (1 item) \_\_\_\_\_/ 5 points

- Time and place given
- Item related to the book
- Index card with explanation

Characters (2 items) \_\_\_\_\_/ 5 points

- Main characters/traits given
- Items related to the book
- Index cards with explanation

Plot (3 items) \_\_\_\_\_/ 30 points

- Three significant events in the novel
- Items related to the book
- Index cards with explanations

Conflict/Problem (2 items) \_\_\_\_\_/ 10 points

- Problems identified
- Conflict types identified
- Items related to the book
- Index cards with explanations

Resolution (2 items) \_\_\_\_\_/ 10 points

- Resolutions identified
- Items related to the book
- Index cards with explanations of what happened as a result of the conflicts

Presentation \_\_\_\_\_/ 25 points

TOTAL \_\_\_\_\_/ 100 points

I understand that I am to choose a new book to read. I have read the project directions and grading requirements. My project due date is:

---

\_\_\_\_\_ Parent Signature

\_\_\_\_\_ Student Signature

**Lesson # 6-5.2a – Worksheet (3 of 3)**

Name: \_\_\_\_\_

LOG ON TO SPECTRUM

Use your student ID # (5 numbers)

TAB to the next line

Type your birthday (6 numbers)

Double click on Spectrum 5.

Make sure the box says Keyword.

Click on blank box.

Type in Ghosts.

Change the 1<sup>st</sup> box to Title.

Type in Aunt Eater Loves a Mystery.

Choose a subject that you like: \_\_\_\_\_

Type in your subject.

Write down the title and call # of the book.

Call #:

Title:

Is the book in the library? \_\_\_\_\_

Find the book on the shelf and give it to the librarian or your teacher.

Name 2 magazines in our library media center.

How much are fines per day? \_\_\_\_\_

How many computers are there in the library? \_\_\_\_\_

Where do you return your library book? \_\_\_\_\_

\_\_\_ I logged off the computer.

**MIDDLE SCHOOL LIBRARY LESSON PLAN # 6-6.2a**

<b>National Literacy Standard</b>	<b>6.2</b> The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation by devising strategies for revising, improving, and updating self-generated knowledge.	<b>Grade</b> <b>6</b>
<b>Virginia SOL</b>	<b>6.2 (S)</b> (see SOL sheet at the beginning of the grade level for full text)	<b>SCIENCE</b>
<b>Hanover Objective</b>	The student will synthesize information to construct new concepts.	
<b>Title</b>	<i>“Let’s Warm Up to the Idea”</i>	
<b>Resources and Materials</b>	Transparency PowerPoint presentation Web site Worksheets	
<b>Introduction</b>	Are you comfortable in the library today? Is it warm enough in here? Is it too cool? How do we keep cool in the summer?	
<b>Vocabulary</b>	Renewable energy Nonrenewable energy Conservation Hyperlink	
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Discussion of heat sources, energy</li> <li>2. Show powerpoint presentation on energy sources</li> <li>3. demonstrate web site and explain its usage.</li> <li>4. distribute worksheets, explain assessment.</li> </ol>	
<b>Closure</b>	Review renewable and nonrenewable energy sources.	
<b>Evaluation</b>	Completed worksheets.	

**Comments:**

**Lesson # 6-6.2a – Worksheet (page 1 of 2)**

Your name \_\_\_\_\_ Block \_\_\_\_\_

For this assignment, we are going to use the web site located at

<http://www.energyquest.ca.gov/library/ben/index.html>

You can also locate this website by using a search engine and typing “Poor Richard’s Energy Almanac” in the search box.

Ben Franklin’s energy saving tips, updates to 2003. Use the dictionary to look up words you do not know. Write the phrase in today’s terms.

1. Extinguish the illumination. \_\_\_\_\_
2. Ambulate rather than navigate. \_\_\_\_\_
3. Latch the portal. \_\_\_\_\_
4. Reduce the ambient temperature. \_\_\_\_\_
5. Eschew extraneous apparatus usage. \_\_\_\_\_
6. Don additional garments in inclement weather. \_\_\_\_\_

Check your answers at:  
“Same Thoughts, Different Words”

Find “My Home and Your Home—Energy in 1740 and Today.” List what Mr. Franklin would have used for the following things:

7. lights \_\_\_\_\_
8. washing clothes \_\_\_\_\_
9. drying clothes \_\_\_\_\_
10. cooking \_\_\_\_\_

At “My Energy-Saving Invention,” connect the dots to see what Mr. Franklin invented.

11. What is it? \_\_\_\_\_



**Lesson # 6-5.2a – Worksheet (page 2 of 2)**

At “Energy Sources Then and Now” read about each energy source. Answer each of the fill in the blanks. Fill in your answers on this paper, not on the computer.

12. \_\_\_\_\_  
(5 letters)

13. \_\_\_\_\_  
(two words: 6 letters and 5 letters)

14. \_\_\_\_\_  
(5 letters)

15. \_\_\_\_\_  
(10 letters)

16. \_\_\_\_\_  
(4 letters)

17. The source of energy that was not discovered until after Ben Franklin’s time.  
Name it: \_\_\_\_\_  
(7 letters)

List three ways you can help conserve energy.

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

**MIDDLE SCHOOL LIBRARY LESSON PLAN # 6-7.2a**

<b>National Literacy Standard</b>	7.2 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society by respecting the principle of equitable access of information. .	<b>Grade</b>  <b>6</b>
<b>Virginia SOL</b>	<b>6.2(E), 6.3(E)</b> (See SOL sheets at the beginning of the grade level for full text.)	<b>ENGLISH</b>
<b>Hanover Objective</b>	The student will demonstrate responsibility in following circulation procedures.	
<b>Title</b>	“Let’s Take A Tour”	
<b>Resources and Materials</b>	Tour of the Library Media Center from the homepage: <a href="http://hcps2.hanover.k12.va.us/sjms/Library/lmchome.htm">http://hcps2.hanover.k12.va.us/sjms/Library/lmchome.htm</a>	
<b>Introduction</b>	Demonstrate the login process, view Spectrum electronic catalog, and demonstrate internet connection to view the Library Media Center homepage.	
<b>Vocabulary</b>	Spectrum electronic catalog, homepage, circulation, responsibility	
<b>Activity</b>	1. Using a projection unit, students will observe the process for logging on to the computer network. 2. The Library Media Specialist will demonstrate how to use Spectrum to locate materials. 3. The Library Media Specialist will demonstrate how to load the internet and find the Library Media Center webpage. The LMC tour will be loaded and students will review what they already know about the layout of the room and materials available for checkout.	
<b>Closure</b>	Quick question and answer session to review material presented and check out materials.	
<b>Evaluation</b>	Students proceed to locate, check out and/or return materials properly.	

**Comments:**


This lesson could be used in all grades as new students enroll throughout the school year.

**MIDDLE SCHOOL LIBRARY LESSON PLAN #6-9.4a**


<b>National Literacy Standard</b>	9.4 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 by collaborating with others, both in person and through technology to design, develop, and evaluate information products and solutions.	<b>Grade</b>  <b>6</b>
<b>Virginia SOL</b>	6.1(E), 6.2(E), 6.3(E), 6.5(E) (see SOL sheet at the beginning of the grade level for full text)	
<b>Hanover Objective</b>	The student will summarize and evaluate group research activities.	
<b>Title</b>	<i>“African-Americans of Distinction”</i>	
<b>Resources and Materials</b>	Books Web sites Online research databases	
<b>Introduction</b>	Discuss Black History Month. Brainstorm names of African Americans and their achievements.	
<b>Vocabulary</b>	Spectrum Cultural diversity Biography Collective biography	
<b>Activity</b>	Explain groups and tasks. Each group member will research in one of five sources, write notes, cite source, and share with group. The group will summarize facts and make presentation. Presentation format will be the group’s choice. A bio sheet, including a picture, will be turned in for display on the bulletin board.	
<b>Closure</b>	Discussion and presentations Bulletin board of Black Americans	
<b>Evaluation</b>	Presentation Factual content Use of Resources	




**Comments:**

Lesson # 6-9.4a – Worksheet (1 of 2)



## African Americans of Distinction Biography Research Project



-  Research a famous African American of distinction and answer the following questions.
  
-  Put your answers on note cards.
  
-  Create one trivia question about your person but base the questions on a significant fact.

### Questions

1. The name of the person:
2. Where did your subject grow up?
3. When was he/she born? (If deceased, give date of death.)
4. What influenced your subject to enter his or her chosen field?
5. What were the difficulties or problems your subject faced in accomplishing his or her goals?
6. What are the achievements of your subject?
7. How has your subject been recognized for excellence in his or her field?

**Lesson # 6-9.4a – Worksheet (2 of 2)**

## GROUP WORK

Student name \_\_\_\_\_

Group members \_\_\_\_\_

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What resource did you use for this research project? \_\_\_\_\_

What portion of the person’s life did you contribute to the group work? \_\_\_\_\_

How were tasks assigned in your group? \_\_\_\_\_

In your opinion, what could have been done differently in your group that would have improved the project? \_\_\_\_\_

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Did every group member contribute fairly and responsibly to this project? \_\_\_\_\_

Were there sufficient resources to complete this project to your satisfaction?  
If not, explain \_\_\_\_\_

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Write the bibliographic citation for the resource you used.

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