**Worksheet 5-5—Lesson Plan Format**
(adapted with permission)

| Subject: Library | Teacher: |
| Lesson Name: Copyright and citing sources | Location: Library and computer lab. |
| Class: | Unit Context: Research Skills |
| Date: |

<table>
<thead>
<tr>
<th>Activities</th>
<th>Big6™ Skills</th>
<th>Idaho-Science-Standards Standards for the 21st Century Learner (AASL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copyright thumbs up/thumbs down. With partners look through nonfiction book to find works cited or acknowledgement page. Ask how many sources the author used. As a class discuss the definitions of copyright, plagiarism, bibliography, citation. As individuals use a citation help website to create a citation page with 3 different sources: book, magazine, Internet site</td>
<td>Location and Access. Use of information.</td>
<td>#3 Share knowledge and participate ethically and productively as members of our democratic society.</td>
</tr>
</tbody>
</table>

**Learning Context:** Class will participate in thumbs up/thumbs down scenarios on copyright issues. After activity explain that all are examples of copyright violations and discuss them with students if they have questions. As a class discuss definitions. With partners look in nonfiction books to find acknowledgements or works cited pages. Individually students use a citation help website to create a works cited page using three different sources including 1 book, 1 magazine, and 1 Internet Site (students can choose any informational Internet Site).
Examples of citation help websites:
http://www.oslis.org/resources/cm/mlacitationse/
http://old.oslis.org/MLACitations/secondary/
http://www.noodletools.com/login.php
http://www.calvin.edu/library/knightcite/

Materials/Resources: Overhead transparency or written on board definitions of copyright, plagiarism, bibliography, examples of citations. Nonfiction books with bibliographies, acknowledgements or works cited by the author for his research. Nonfiction books and magazines for students to find citation information. Computers with Internet access.

Evaluation: Did students find examples acknowledgement or works cited pages in nonfiction books? Using the online citation tool, did students find all information needed to cite sources and create a citations page with the online tool?

Notes: Use before students are going to start a research assignment. This is only a beginning lesson on citing sources. Students are using a website to help create a works cited page. The purpose of the lesson is to help them understand that information is copyrighted, to help locate information within the text for citing sources. Check with teachers to find out the citation style preferred. A separate lesson will be needed to work with students on creating their own citations.
Thumbs Up/Thumbs Down (Copyright Examples)

1. Scott had basketball practice last night and didn’t have time to do his homework. Justin let him copy his answers the next morning before school.
2. Manny has to write a paragraph about water for school. He finds one on the Internet and copies it onto his paper.
3. Samantha has to write a report about dogs for school. She finds some information about dogs in a book. She writes her own first sentence and copies the rest from the book.
4. Nate really likes the song his friend Blake has on his IPOD. Nate downloads the song from Blake’s IPOD onto his own.
5. Marybeth finds a great picture on the internet to use in her report about butterflies. She copies and pastes the picture onto the front of her report.
6. Alex hears of a website where he can download movies. He downloads one and watches it with his family.
7. Juanita gets a very funny card for her birthday. She scans the picture and emails it to all of her friends.
8. Jessica finds lots of good information in books for her report on dogs. She copies a little bit from each book and puts it all in her report. She then writes her own introduction and conclusion.
9. Robert’s friend Jeff tells Robert his password so Robert can go on an online game site for free and play games that cost everyone else $10 a month to play.
10. Lisa downloads a song from the internet and uses the whole song for music in her school PowerPoint presentation.
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<tr>
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<tbody>
<tr>
<td>Lesson Name: Parts of a Nonfiction Book</td>
<td>Location: Library</td>
</tr>
<tr>
<td>Class:</td>
<td>Unit Context: Research Skills</td>
</tr>
<tr>
<td>Date:</td>
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<tr>
<td>List parts of a nonfiction book on board, give clues and have class guess what is being described.</td>
<td>Information seeking strategies.</td>
<td>#1 Inquire, think critically, and gain knowledge.</td>
</tr>
<tr>
<td>Divide class into groups around tables. Have a scavenger hunt to find parts of nonfiction books.</td>
<td>Location and Access.</td>
<td>#2 Draw conclusions, make informed decisions, apply knowledge to new situations</td>
</tr>
<tr>
<td>Individually choose three nonfiction books and complete a chart to show elements contained in each book.</td>
<td>Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Context:** Class will discuss parts of a nonfiction book. Groups will participate in a scavenger hunt to find different parts of nonfiction books.

**Materials/Resources:** Parts of nonfiction books written on board. Nonfiction books on tables. Chart w/ nonfiction book elements.

- Table of Contents
- Glossary
- Index
- Illustrations
- Headings
- Timeline
- Diagram
- Table/graph
- Map
Clues:

1. Mini dictionary with definitions of important terms in the book.
2. Pictures
4. Shows region and important locations.
5. Presents order of events.
6. Located in the back of the book. Lists page numbers where information about specific topics can be found.
7. Drawing showing parts of objects or steps in a procedure.
8. Usually in bold print, gives the topic of text in different sections.
9. Used to compare data or show amounts.

Evaluation: Did students find examples of all types of nonfiction book elements? Did students accurately complete nonfiction book elements chart?

Notes: Use this lesson to begin unit on nonfiction books or before students are going to start a research assignment.
Instructions:
Write the title of each nonfiction book at the top of the column. Put an X in the box of each element that is contained in the book.

<table>
<thead>
<tr>
<th>Nonfiction Book Elements</th>
<th>Title Book 1:</th>
<th>Title Book 2:</th>
<th>Title Book 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<tbody>
<tr>
<td>Divide students into __ groups and visit bogus websites.</td>
<td>Information seeking strategies.</td>
<td>#1 Inquire, think critically, and gain knowledge.</td>
</tr>
<tr>
<td>Share with class what they found.</td>
<td>Location and Access.</td>
<td>#2 Draw conclusions, make informed decisions, apply knowledge to new situations</td>
</tr>
<tr>
<td>Discussion of RADCAB or other source evaluation steps.</td>
<td>Return to computer groups and find reliable Internet or LILI source. Be prepared to defend why it is reliable.</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Context:** Students will participate in groups, first exploring a bogus website, and after discussion to find a reliable website or LILI document. Students will share out what they found on their bogus websites. Teacher/librarian will lead a discussion on source evaluation. Students will be prepared to defend their reliable website or source.

**Bogus Websites:**
- [http://allaboutexplorers.com/](http://allaboutexplorers.com/)
- [http://www.google.com/technology/pigeonrank.html](http://www.google.com/technology/pigeonrank.html)
- [http://zapatopi.net/afdb/](http://zapatopi.net/afdb/)
- [http://home.inreach.com/kumbach/velcro.html](http://home.inreach.com/kumbach/velcro.html)
- [http://zapatopi.net/treeoctopus/](http://zapatopi.net/treeoctopus/)

**Materials/Resources:** Computers with access to the Internet. Internet evaluation checklist with RADCAB or other source evaluation steps.
Relevancy - Is the information relevant to the question at hand? Am I on the right track?

Appropriateness - Is the information suitable to my age and core values?

Detail - How much information do I need? Is the depth of coverage adequate?

Currency - When was the information published or last updated?

Authority - Who is the author of the information? What are his or her qualifications?

Bias - Why was this information written? Was it written to inform me, persuade me, entertain me, or sell me something?

“RADCAB”™ A mnemonic acronym for information evaluation

Created by Karen M. Christensson, M.S. Library Media Education
www.radcab.com

Evaluation: Did students find reliable sources? Can they defend how they know their new source is reliable?

Notes: Before using “RADCAB” or creating your own quality source checklist, check w/ teachers to see if there is a school system establish for source evaluation or if the student textbooks have a guide.
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<td>Lesson Name: Award winning books and authors</td>
<td>Information Seeking Strategies.</td>
<td>Standards for the 21st Century Learner (AASL)</td>
</tr>
<tr>
<td>Class:</td>
<td>Location and Access.</td>
<td>#1 Inquire, think critically, and gain knowledge.</td>
</tr>
<tr>
<td>Date:</td>
<td>Use of information.</td>
<td>#2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</td>
</tr>
<tr>
<td></td>
<td>Synthesis.</td>
<td>#3 Share knowledge and participate ethically and productively as members of our democratic society.</td>
</tr>
<tr>
<td></td>
<td>Evaluation.</td>
<td>#4 Pursue personal and aesthetic growth.</td>
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**Activities**
- View examples of YA book award winners for the current year.
- Research author using LiLI databases and prepare a short bio and bibliography of chosen award winning author.
- Present findings to class.
- Choose an award winning book or book by an award winning author to check out, read, and report back to the class.

**Learning Context:** Class will participate in discussion of award winning young adult books. Individually students will choose one author and research that author using LiLI Databases. (Students will be asked to search ProQuest Learning: Literature database on LiLI first and then expand their search from there.) Assignment is to create a short biography and bibliography of their chosen author. Enrichment assignment will be to check out an award winning book or book by an award winning author, read it and report back to the class on what they read and what they thought of the book.
Examples of YA Book awards and links to current winners.
Printz: YALSA: http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm
Newbery: ALA: http://www.ala.org/ala/awardsgrants/booksprintmedia/childrenyngadults/index.cfm
Historical Fiction: Scott O’Dell Award: http://www.scottodell.com/odellaward.html

Materials/Resources: Award winning YA books. Computers with Internet access.

Evaluation: Did students find information about their chosen author? Did students read a book and report back to the class?

Notes: This may be a good lesson to do after YRCA or Newbery Awards have been announced.
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Citations Used in Lessons

http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf


Bogus Websites Linked in lessons:

http://allaboutexplorers.com/
http://www.google.com/technology/pigeonrank.html
http://improbable.com/airchives/classical/cat/cat.html
http://zapatopi.net/afdb/
http://home.inreach.com/kumbach/velcro.html
http://zapatopi.net/treeoctopus/

Citation Help Sites Linked in lessons:

Oregon School Library Information System: MLA Elementary Citation Maker  
http://www.oslis.org/resources/cm/mlacitationse/
Oregon School Library Information System: MLA Secondary Citation Maker  
http://old.oslis.org/MLACitations/secondary/
Noodle Tools  
http://www.noodletools.com/login.php
Knightcite  
http://www.calvin.edu/library/knightcite/

Book Awards Sites Linked in Lessons

YALSA: http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm
ALA: http://www.ala.org/ala/awardsgrants/booksprintmedia/childrenyngadults/index.cfm
Mystery Writers of America/The Edgars: http://www.theedgars.com/edgarsDB/index.php
Scott O’Dell Award: http://www.scottodell.com/odellaward.html
Pacific Northwest Library Association: Young Readers Choice Award:  
http://www.pnla.org/yrca/
National Book Foundation: http://www.nationalbook.org/