INFORMATION LITERACY & COLLABORATION

3RD GRADE CURRICULUM OBJECTIVES

2007-2008
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Research & Ethics

http://www.lancs.ac.uk/ias/annualprogramme/index.htm
1 RESEARCH & ETHICS

1.1 What do I want to know?

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<th>Concept</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research question</td>
<td>• Understand and use a research question</td>
<td>Teacher given research question</td>
</tr>
<tr>
<td>Search systems</td>
<td>• Identify relevant keywords for searching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain and use the different features/functions of search systems</td>
<td>OPAC Databases WWW</td>
</tr>
</tbody>
</table>

1.1.1 Do I have a research question to guide the investigation?

Research question is given by the teacher. Example:

What was American colonial life like for the children?

1.1.2 Do I know which keywords to use for an effective search?

Research question: What was American colonial life like for the children?

Keywords given by the teacher: American colonial life children

1.1.3 Do I understand the different characteristics of various search systems?

LIBRARY SEARCH SYSTEM

- Searches LIBRARY resources.
**DBASES**

- Searches magazine, newspaper, encyclopedia articles published online (have been published on print and revised by editors before).
- Service paid by the school. Requires password.
- Articles are selected.
- Articles organized in subject categories like a Library.

**WEB Search Engines**

- Searches the entire Internet for articles
- Can retrieve millions of articles. Need to be careful with source.
### 1.2 How can I efficiently search for information?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate search</td>
<td>• Subject and keyword search</td>
<td>OPAC</td>
</tr>
<tr>
<td></td>
<td>• Check search results before opening for reading</td>
<td>Databases</td>
</tr>
<tr>
<td></td>
<td>• Use breadcrumbs to retrieve a web page</td>
<td>WWW</td>
</tr>
</tbody>
</table>

### 1.2.1 Do I know how to facilitate my search using Subject categories?

- **ON THE WEB -> Yahooligans / Yahoo Kids** organizes web sites appropriate for kids into subjects (Use Yahoo Kids rather than Google)

![Yahooligans/ Yahoo Kids directory](image1.png)

- **History - Colonial Life (1585-1783)**
  - 13 Colonies (1)
  - American Revolutionary War (110)
  - Black History (4)
  - Continental Congress (4)
  - Documents (29)
  - Inorable Acts (2)
  - Jamestown Colony (17)
  - Pilgrims (8)
  - Quartering Act (1)
  - Salem Witch Trials (5)
  - Stamp Act (3)
  - Sugar Act (3)
  - Tea Act (24)
  - Townshend Acts (5)

![History - Colonial Life (1585-1783)](image2.png)

- **Results On The Web: 1 - 10 of 26**
  1. **Exploring Maryland's Roots**
     - Imagine what it would be like to travel from England as an indentured servant to live in the new colony of Maryland, or to live in a 17th-century Native American village, with the help of lots of sounds, videos, and graphics.
     - [http://mdroots.timelinc.org/](http://mdroots.timelinc.org/)

  2. **Americans Notes: Travel in America, 1750-1930**
     - Includes published narratives by Americans and foreign visitors describing their travels in the colonies and the United States and their observations and opinions about American peoples, places, and society from about 1700 to 1920.

  3. **@Bacon's Rebellion**
     - DirectoryAround the World| U.S. States | Virginia | History...

  4. **Colonial America**
     - This site offers timelines, lesson plans, activities, and quizzes. See students dressed up as colonists too!
     - [http://www.historyguide.org/colonial_america](http://www.historyguide.org/colonial_america)

  5. **Colonial Family and Community**
     - Be a history detective and go back in time to investigate the lives of colonial family living in northeastern Connecticut in the 1700's.
     - [http://www.historyguide.org/colonial_america](http://www.historyguide.org/colonial_america)
• **ON A DATABASE** -> Use keywords to search inside a subject

**Research question:** What was American colonial life like for the children?

**Subject:** Social Studies

**Subject:** US History

**Keywords:** colonial life

---

**1.2.2 Do I check carefully each search result on the list before opening for reading?**

2. *American Notes: Travel in America, 1750-1920*
   
   Includes published narratives by Americans and foreign visitors describing their travels in the colonies and the United States and their observations and opinions about American peoples, places, and society from about 1750 to 1920.
   
   http://lcweb2.loc.gov/ammem/mhthtml.html/

3. *Bacon’s Rebellion*
   
   http://directory.around-the-world.U.S.-States/Virginia/Histor...

4. *Colonial America*
   
   This chart offers timelines, lessons, activities, and quizzes. See students dressed up as colonists too!
   
   http://www.mce.k12tn.net/colonial_america/colonial_ameri...

5. *Colonial Family and Community*
   
   Be a history detective and go back in time to investigate the lives of a colonial family living in northeastern Connecticut in the 1700’s.
   
   http://www.lfmy.org/education/smrtțimbolonial/tnro/

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*Read each summary before choosing to open*

*Sounds just like what we need*
1.2.3 Do I use breadcrumbs to retrieve a web page for further information?
1.3 How do I determine the quality of information?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source evaluation (web evaluation)</td>
<td>• Evaluate the authority and appropriateness of web sources</td>
<td>AAOC (Criteria for evaluating web sites)</td>
</tr>
</tbody>
</table>

Become aware of the different types of people who publish on the Internet and discuss authority. (This is a simplified version of web site evaluation at Upper School)

1.3.1 Does the author know what he/she/it is talking about?

1.3.2 Is the site appropriate to me? Does it answer my question?

Find out, with the help of the teacher:

Example: At the Angola page of the Word Factbook we can check the Home Page to find out that CIA, the famous Intelligence organization, is responsible for the information.
### 1.4 How does information become knowledge?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notetaking strategies</td>
<td>- Synthesize and communicate ideas through listening and verbal discussion, use various methods for notetaking, create outlines</td>
<td>Notetaking cards, templates</td>
</tr>
</tbody>
</table>

- **PAPER or COMPUTER-BASED NOTECARDS**

![Diagram of notecard layout](image)

**Sequence Number** (during sorting)

**Subtopic**

**Student’s Initials**

**Source and/or Page Number**

**Keyword Note:**
- main idea or fact
- one note per card
- up to 20 keywords (use judgment)
- no small words
- use commas or dashes to connect similar facts
- no sentences
  (without quotes/footnotes)

---

**life**

Washington’s appearance caused admiration and respect. He was tall, strong, and broad-shouldered.

R
1.5 What is ethical use of information?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source citation</td>
<td>Create a Works Cited page for a research product</td>
<td>Noodletools</td>
</tr>
</tbody>
</table>

**Book: MLA Style Citation**

Author's name (last, first, middle) (period).

Title (underlined) (period).

Place of publication (colon):

Publisher (comma),

Year (period).


**Reference Encyclopedia: MLA Style Citation**

Author's name if available (last, first, middle) (period).

Article title (“quotation marks”) (period).

Title of encyclopedia (underlined) (period).

Year followed by edition (abbreviated, ed) (period).


**Internet Web Site: MLA Style Citation**

Title of web site (“quotation marks”) (period).

Date of access: Day Month (abbreviated-period.) Year (no period).

URL (<Web site address in angle brackets>) (period).

Creative Expression

http://www.uncg.edu/dce/grdpgrm.html
2 CREATIVE EXPRESSION

2.1 Do I use computer-based visual representation to help me brainstorm and organize my ideas?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production, organization, review and presentation of ideas, motivated by the possibilities offered by various technology tools.</td>
<td>• Use the computer for brainstorming and organizing ideas</td>
<td>Kidspiration</td>
</tr>
</tbody>
</table>

Use Inspiration to COMPARE & CONTRAST:

- Initial file with Compare and Contrast ideas
- Use subtopic bubbles
- Reorganize ideas again at any time.

Use Inspiration to create a CONCEPT MAP:

- Use images to illustrate concepts
- Use link phrases to illustrate relationships
2.2  Do I use the computer to assist my writing process?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production, organization, review and presentation of ideas, motivated by the possibilities offered by various technology tools.</td>
<td>• Use keyboarding skills to create text (from scratch or using a simple guideline / not retyping from a handwritten copy) • Use copy, cut, paste, track changes, check spelling and other editing tools to review information</td>
<td>Kidspiration Smartboard Keyboarding Word</td>
</tr>
</tbody>
</table>

**DRAFTING**

1. Kidspiration GRAPHIC ORGANIZER

2. Kidspiration OUTLINE

3. TRANSFER to Microsoft WORD
**REVISING**

**MS WORD** or any other writing software

- Use **COPY, CUT, PASTE** to move text around or delete text.
- Insert **NEW** sentences or words.

**EDITING**

Spell check, tabs, paragraphs

**EDITING TOOLS:**

- Check Spelling
- Tabs (indentation)
- Format paragraph
- Font size, color, type

**SUGGESTION (optional)**

Use Kidspiration during PREWRITING:

- Graphic organizers to brainstorm and organize ideas and content

---

**PREWRITING**

**ESSAY**

**PARAGRAPH 1**

**TOPIC SENTENCE**

There was a **girl that could not live away from her cat**

**BODY**

The girl loved her cat too much. The cat has been her since she was born. Everywhere she went, she went with her.

**CLOSING**

Therefore, she could not stand being apart from the cat.
2.3 Do I use the computer to create different types of products that communicate meaning?

2.4 Do I use images, sound and/or video as tools to enhance communication?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production, organization, review and presentation of ideas, motivated</td>
<td>• Use format, layout, editing skills and other pertinent criteria to</td>
<td>KidPix, Easy Book, Story Book Weaver, Publisher, PowerPoint Word, Web (Ex: Wiki) Podcasting, Video Digital cameras, Google image search</td>
</tr>
<tr>
<td>by the possibilities offered by various technology tools.</td>
<td>create an effective product for a specific audience.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use images, sound and video to enhance communication</td>
<td></td>
</tr>
</tbody>
</table>

POEMS
(with KidPix)

BOOK
(with StorybookWeaver)

BROCHURE
(with Publisher)

BOOK
(with EasyBook)
PRESENTATION
(with PowerPoint)

- People Who Live in The Taiga
  - Moscow and Toronto.
  - Not too many people up north because it gets very cold.
  - Normal people like you.
  - There are natives too but few.

WEB SITE
(Easily done with a WIKI)

- How NOT to Spend Your Senior Year
  By Cameron Doney

Summary
An October has led a strange life, though it never really noticed him or remembered. He usually remembers to bicycle, his parents, and the story that his dad has moved them from place to place. This leads to his senior year.

Despite her better judgment, An October ignores that her dad has moved to a new city, and he is running after a bird that looks like a bat. He is very happy that she is finally happy with who she is and who she is now. She cannot stop blowing bubbles that she has seen.

Under her hair, her nose and her списка (which is a very good one). She has come.

Dear Paul, she has come to conclusions that she has made. There is no more.

PODCASTING
(MP3 easily recorded with Audacity)

- VictoriaC+IsabelaC MP3

Comments?

Thursday, 10 May 2007, 10:16:25 am, very cool!

Thursday, 10 May 2007, 10:28:24 am, fabulous!

Thursday, 10 May 2007, 11:24:32 am, fabulous!

LOVE YOU
Problem-Solving & Decision-Making

http://www.behavioradvisor.com/ProblemSolving.html
3 PROBLEM-SOLVING & DECISION-MAKING

3.1 Do I recognize the need for a reflective process in information seeking and knowledge generation?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving and decision making based on computer feedback</td>
<td>Use computer simulations of real-world situations to approach problem solving and decision making</td>
<td>Excel (what if scenarios..) Oregon Trail Ice Cream truck Intellimathics StagecastCreator</td>
</tr>
</tbody>
</table>

3.1.1 Do I use computer simulations’ feedback to help me solve a problem or make a decision?

- INTELLIMATHICS & MATHPAD FRACTIONS (Math simulations)

Use computer manipulatives to help think about Math problems using:
- Math operations.
- Probability
- Geometry
- Fractions
3.1.2 Do I use spreadsheets to help solve problems and make decisions?

What are GRAPHS? What is a bar graph.

<table>
<thead>
<tr>
<th>CITY: São Paulo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>20 Aug</td>
</tr>
<tr>
<td>21 Aug</td>
</tr>
<tr>
<td>22 Aug</td>
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<tr>
<td>23 Aug</td>
</tr>
<tr>
<td>24 Aug</td>
</tr>
<tr>
<td>25 Aug</td>
</tr>
<tr>
<td>26 Aug</td>
</tr>
</tbody>
</table>

Weather São Paulo Week Aug 20-26

Temperature Chart

- **Low Temperature**
- **High Temperature**

Date

20 21 22 23 24 25 26 Aug

Temperature Scale

0 50 100 150 200 250

Bar chart showing temperature for each day of the week.
Collaboration

http://steves.blogharbor.com/blog/IT/Collaboration
4 Collaboration

4.1 Why do I share information?

4.2 Do I have the necessary criteria to assess my work and make appropriate revisions?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective collaboration to generate knowledge, solve a problem or create a product.</td>
<td>• Share knowledge and information</td>
<td>Email Discussion Groups / Forum Wiki (collaborative web) Blog Instant Messenger</td>
</tr>
<tr>
<td>Feedback for improvement</td>
<td>• Collaborate to generate knowledge, solve a problem or create a product</td>
<td>Wiki (collaborative web), Communication with an expert or other students (email, messenger, discussion boards)</td>
</tr>
<tr>
<td></td>
<td>• Use self-evaluation, peer and authority input to improve final products</td>
<td></td>
</tr>
</tbody>
</table>

- **Using a WIKI** (collaborative space on the web):

WIKI inside 5th Grade Social Studies – English on Courseweb

WIKI
- A group of students collaborates by creating a single document on the same web page
- Each student can use a different color
- Students can revise each other’s work.
- The teacher can make comments to help revision.
Information Literacy & Collaboration Curriculum Objectives

- Using a DISCUSSION GROUP / FORUM (discussion space on the web):

  - Each message posted is sent by email to members
  - You can reply to the message by email or going to the forum
  - Messages are organized

- Using a BLOG (diary space on the web to share knowledge and information with others):

  - WIKI final product can have:
    - Color
    - Images
    - Links to web sites
    - Links to other wiki pages