**LESSON: RESEARCH – LIBRARY RESOURCES**

**Essential Questions:** 1. What can I find at the library? 2. Are there other types of sources other than books at the library?

**Objective:** At the end of the lesson students will understand how to use the resources available from their school library.

**Grade Level:** 6 – 12

**Time Needed:** 100 minutes

**Materials:** Library materials, library reference help, library retrieve slips, pencil, note sheets

**Procedure**

**Before Class:** Set up time in the library or in your classroom when a school librarian/media specialist can show the students how to use the books and Internet finding aids available to them. Using a pre-discussed topic (from previous lessons, such as the MN90 topic), the presenter can search/research throughout class and show students how it is done.

1. *Where have you researched so far?* List on board. *Has this been successful or unsuccessful?*
2. *What are you looking for?* List on board
3. *How many sources do you have so far?*
4. *How are you using the sources?*
5. *How are you keeping track of the sources? Using the note sheet from previous lesson?*
6. *Where do you find new sources for new information?*

**Presentation by Librarian or Media Specialist:** In this presentation, discuss what the school has available for students to research. Best if it is interactive and the students can use the resources as the speaker is sharing them, like a scavenger hunt. However, must be monitored so they are learning and using the Internet appropriately and not just using basic Google searches.

Types of sources and issues to cover:

- **Part 1:** Books, Reference, Journals, Articles, Online resources (search terms – what words or phrases will effectively bring results?), Databases.
- **Part 2:** what do the ends of web addresses mean? (go into further detail about .com, .edu, .net, .gov, etc.)
- **Part 3:** How to use Google (using key terms, difference between Google and databases)
- **Part 4:** How to use or avoid Wikipedia (external links and references at bottom)

Have students ask questions of librarian to show where resources for their specific topic can be found. If they do not have questions, ask the media specialist/librarian to suggest some websites to start looking.

**Lesson Extension/Alternative**

**Provide Beginning Websites to Search:** For students who have trouble navigating the vastness of the web, provide them with a list of websites to start looking, and search terms to narrow their scope. Or, start with overview books and encyclopedias. Another option is to tour the library with an emphasis on the ELM resources ([www.elm4you.org](http://www.elm4you.org)).

**Provide Extra Structure for Research:** For the students who may need more “chunking”, consider the following: Instead of moving onto a library visit, have them write a paragraph of their “story”, the main event. Follow the items on the **Worksheet: Section Check List – Main Event.** Some students may need this step to help organize the other information they will discover and it also provides a checkpoint for teachers to grade. This checklist can be used after each section to help organize the process differently for students.