EDUCATION IN THE LIBRARY: CONDUCTING TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS

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CORE COMPONENTS OF TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS

Bridge the conversation between information literacy and Common Core, showcasing what libraries have that teachers need.

- Featured resources: Primary Source vs Secondary Source poster (pg. 9); Local History Resource List (pg. 12)

Model activities, including handouts and presentations that the teachers can use in their classroom

- Featured resources: Observations & Inferences Lesson Plan (pg. 14); Internet Research Lesson Plan (pg. 23)

Takeaways, including information about how to stay in touch, access your libraries resources (physical and/or digital), and set up a class visit.

- Featured resource: Brooklyn Collections Lesson Plan List (pg. 34)
CLASSROOM BUZZWORDS

FRAMEWORKS FOR TEACHING

Common Core Standards
Set of academic standards in mathematics and English language arts/literacy (ELA) that outline what a student should know and be able to do at the end of each grade. They are meant to ensure that all students have the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school, regardless of where they live. These standards are aligned to the expectations of colleges, workforce training programs, and employers and promote equity by ensuring all students are well prepared to collaborate and compete with their peers in the United States and abroad. The standards are based on rigorous content and application of knowledge through higher-order thinking skills.

21st Century Learning Skills
A term applied to a series of skills that today’s learners need to have to succeed. The skills fall into three categories: Life and Career, Information, Media, and Tech; Learning and Knowledge.

Archivists and librarians are in a strong position to tackle the last category, which is broken down into the 4 Cs: critical thinking, creative thinking, collaborating, and communicating.

Inquiry-Based Learning
Inquiry-based learning is question based, leading students on an active path rather than simply presenting facts. By posing a problem to be solved instead of simply providing the answers, students are forced to engage on multiple levels and practice a variety of skills while locating the solution.

Project-Based Learning
Project-based learning is a teaching method in which students gain knowledge and skills by completing an extended project, requiring them to respond to a wealth of questions, sort through information, and present findings.

RESOURCES FOR TEACHING

Text
Anything that can be read: gum wrapper, street sign, textbook, letter

Informational Text
A type of nonfiction text that gives information about the natural or social world in a timeless, direct way. An informational text may be non-linear. This definition is up for interpretation; many institutions have a more nuanced definition of “text.”

Primary & Secondary Sources
Primary Source: A first-hand account; photograph, map, diary, letter
Secondary Source: A second-hand account; encyclopedia, textbook, teacher
TOOLS FOR TEACHING

Differentiation
Differentiation involves adapting sources and lessons for different learning levels and styles, and tailoring instruction to meet individual needs.

Scaffolding
Scaffolding refers to a variety of instructional techniques used to support students and move them toward a goal of independent learning. Scaffolding is not meeting students at their level so much as providing tools for students to work at a higher level.

Webb’s Depth of Knowledge Levels
Depth of Knowledge (DoK) is a framework for categorizing tasks according to the complexity of thinking required to successfully complete them. The four levels are recall and reproduction, skills and concepts, strategic thinking, and extended thinking.

Document-Based Question
Document-based questions (DBQ), are short answer questions that combine a student’s prior knowledge with information drawn from a specific text.
Primary Source
A source created during the time of the topic under study or by someone who can provide a first-hand account of the topic under study from their personal experience.

- Diary
- Photograph
- Letter
- Postcard
- Ephemera
- Advertisement
- Autobiography
- Map
- Oral History
- Organizational Records (e.g. meeting minutes, strategic plans, publications)
- Government Publications (e.g. census records, statistical reports, bills and laws)
- Artifacts (e.g. clothing, furniture)
- Building

Secondary Source
A source created by someone who did not experience the topic under study first-hand. Secondary sources often analyze, interpret and critique primary sources.

- Encyclopedia
- Biography
- Textbook
- Scholarly Journal or Publication
- Research Report
- Teacher, Professor, Historian or Other Expert

Primary & Secondary Source: Say What?!
Some sources fall into both categories depending upon the content provided. For example, a newspaper article speaking about today's weather is a primary source, while an article commemorating the 100th anniversary of World War I is a secondary source.

- Newspaper
- Magazine
- Non-Fiction Book
- Speech
- Film
- Artwork
SUGGESTED RESOURCES for INQUIRY-BASED LOCAL HISTORY RESEARCH

Primary Sources to Look for:

**Ephemera** – items of collectible memorabilia, typically written or printed, that were originally expected to have only short-term usefulness or popularity (i.e. school flyers, posters, tickets, invitations, certificates, programs, etc.)

**Oral History** – sound recordings of interviews with people having personal knowledge of past events

**Local Newspapers** – In addition to showcasing school events and issues, these often include sports announcements and outcomes and academic achievement

**Photographs** – Does your school, public library, or local historical society have a collection of photographs? Some of these might be online for you to search through.

**School Newspapers & Yearbooks** – Many schools collect and maintain these in their libraries. Your local public library or historical society might also have copies

Resources In and About Your Community:

At the national level:

- **Library of Congress** https://www.loc.gov/
  Use the “search” box at the top right to search everything from Library of Congress that has been digitized.

- **Digital Public Library of America** https://dp.la/
  DPLA includes digital content from museums, universities, libraries, and archives across the country. Search results can be narrowed by location and date, using facets on the left of the results page.

- **Chronicling America** chroniclingamerica.loc.gov
  America's historic newspaper pages from 1789-1943

- **National Archives** archives.gov
  The nations' record keeper: government documents, military records, genealogical information, photographs, iconic and important national documents, etc.

The following resources serve as examples of digital collections we look at when studying Brooklyn. Do you have a local museum or historical society whose website you could check?

- **Brooklyn Collection** bklynlibrary.org/brooklyncollection
- **Brooklyn Historical Society** brooklynhistory.org
- **Museum of the City of New York** collections.mcny.org
- **New York Historical Society** nyhistory.org

Your state may have its own digital collections. These are examples from New York State

- **New York Heritage Digital Collections** nyheritage.org
- **New York State Archives** archives.nysed.gov
- **New York Genealogical & Biographical Society** newyorkfamilyhistory.org
- **Western New York Heritage Institute** wnyheritagepress.org/archive/index.html
- **American History & Genealogy Project** nyahgp.genealogyvillage.com/archives-societies-museums.html (Comprehensive list of historical societies and museums around New York State – look here for more if your region is not listed on this sheet!)
I CAN FIND SOURCES RELEVANT TO TEACHERS IN MY COMMUNITY AT...
OBSERVATIONS & INFERENCES
LESSON PLAN
**AIM:** Students will investigate informational texts.

**OBJECTIVE:** Students will:
- Make observations
- Make inferences
- Cite evidence to support inferences
- Gain knowledge of historic event with supplemental content

**MATERIALS:**
- Informational text: document or photograph
- Handout
- SmartBoard or Projector to display image

**PROCEDURE:**

1. Define the difference between observations and inferences
   a. **Observation:** statement or comment based on something one has seen, heard, or noticed – no observation is too small
   b. **Inference:** a conclusion reached on the basis of evidence and reasoning
   c. Students will understand that observations are what they see, not what they think they see. Make sure to break down unintentional inferences:
      i. Student: “I see a woman who is cold.”
      Educator: “Break that down – WHY do you think she is cold.”
      Student: “She is wearing a coat.”
      Educator: “You are observing a woman wearing a coat.”

2. Distribute informational text
3. Students will analyze informational text
   a. Students will make 5 observations
   b. Students will turn-and-talk, checking with their neighbor to make sure they've made observations and not inferences
4. Students will then make inferences by answering one of the following questions:
   a. If the text is a photo: What is happening in this photograph?
   b. If the text is word-centric or a piece of ephemera: What was/is this document? What is this document about?
   c. Students must support their inference with evidence: Why do you think that?
5. Students will share out their inferences
   a. Students with opposing inferences will share out their findings and discuss
6. Instructor will give context and supply students with the correct answer
7. Students will locate evidence to support the correct answer
8. Students will end with a question to prompt further research.

**ASSESSMENT:**
- Educator can collect student work to check for completion and comprehension
- Allow students to assess each other’s work during turn-and-talk segments

**DIFFERENTIATION:**
- For lower level students allow more time to observe and infer
- For higher level students require more observations and/or more inferences
- Use activity multiple times during unit
  o Do activity, stopping at step #5.
  o Proceed with lesson that explores content surrounding text
  o Ask students to infer again after they've gained content knowledge
    i. How do their inferences change?
    ii. Do they observe things they did not observe before?
  o Educator will share out context
<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>4th Grade</td>
<td>CCSS.ELA-Literacy.RL.4.1</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td></td>
<td>CCSS.ELA-Literacy.SL.4.4</td>
<td>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
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<tr>
<td></td>
<td>CCSS.ELA-Literacy.W.4.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td>5th Grade</td>
<td>CCSS.ELA-Literacy.RL.5.1</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<tr>
<td></td>
<td>CCSS.ELA-Literacy.SL.5.4</td>
<td>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
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<tr>
<td></td>
<td>CCSS.ELA-Literacy.W.5.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td>6th Grade</td>
<td>CCSS.ELA-Literacy.RL.6.1</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td></td>
<td>CCSS.ELA-Literacy.SL.6.4</td>
<td>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
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<td></td>
<td>CCSS.ELA-Literacy.W.6.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<td></td>
<td>CCSS.ELA-Literacy.RH.6-8.1</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources</td>
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<td>7th Grade</td>
<td>CCSS.ELA-Literacy.RL.7.1</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td>CCSS.ELA-Literacy.SL.7.4</td>
<td>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
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<td></td>
<td>CCSS.ELA-Literacy.W.7.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td></td>
<td>CCSS.ELA-Literacy.RH.6-8.1</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources</td>
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<td>8th Grade</td>
<td>CCSS.ELA-Literacy.RL.8.1</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td></td>
<td>CCSS.ELA-Literacy.RL.8.4</td>
<td>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
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<tr>
<td></td>
<td>CCSS.ELA-Literacy.W.8.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td></td>
<td>CCSS.ELA-Literacy.RH.6-8.1</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources</td>
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<tr>
<td>9th – 10th Grades</td>
<td>CCSS.ELA-Literacy.RL.9-10.1</td>
<td>Cite strong and thorough textual evidence to support analysis, reflection, and research.</td>
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analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**11th- 12th Grades**

**CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCSS.ELA-Literacy.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
"BMT Lines, Rapid Transit Division … 1924." Brooklyn Maps collection, Brooklyn Public Library, Brooklyn Collection.
<table>
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<tr>
<th>OBSERVATIONS</th>
<th>INFERENCES</th>
<th>QUESTIONS</th>
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<tr>
<td><em>What do you see?</em></td>
<td><em>What do you think, based on what you see?</em></td>
<td><em>What else do you want to know?</em></td>
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<td><em>What do you notice first?</em></td>
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<td><em>What questions do you have about what you’ve observed?</em></td>
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<td><em>What details do you notice?</em></td>
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"Bubble, bubble." Brooklyn Daily Eagle photographs, Brooklyn Public Library, Brooklyn Collection

BUBBLE, BUBBLE—Officials pour champagne down the hatch of a new sewage purification plant at the foot of Beach 50th St., in Sea Gate. At the dedication ceremonies were, left to right, City Council President Vincent R. Impellitteri, Joseph Steinberg, president of the Sea Gate Association; Council Majority Leader Joseph T. Sharkey, Coney Island Democratic Leader Kenneth F. Sutherland, Adolph N. Weiss, treasurer of the Sea Gate Association, and Gloria Niles, Fran Rickard, Ethel Zaldin and Phyllis Goldberg, members of the new auxiliary police force of Sea Gate.

JUN 30 1949
### ANALYZING A PRIMARY SOURCE

1. **OBSERVE** – List the people, objects and activities you see in the images provided.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
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2. **INFER** – Based on what you have observed above, list three things you might infer from this photograph. Make sure to support your inference with evidence from the source.

<table>
<thead>
<tr>
<th>Inference:</th>
<th>Support:</th>
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3. **QUESTION** – What is one question you have about this document? Where could you find the answer to this question?

___________________________________________________________________________
___________________________________________________________________________
**AIM:** The student will learn how to do effective internet research.

**OBJECTIVE:** This two-class lesson plan leads students through a discussion of the difficulties of internet research; provides guidance on how to effectively pre-research; demonstrates online resources available for research through the Brooklyn Collection and Brooklyn Public Library; and guides students through assessment of the validity and relevance of an internet source. The student will be given tools to research independently.

**MATERIALS:**
- Brooklyn Connections Effective 2-part Effective Internet Research Prezi: http://prezi.com/y6130fwmm5z1/?utm_campaign=share&utm_medium=copy&rc=ex0share
- Laptops or computer terminals for each student or for students working in pairs

Handouts / Graphic Organizers:

**CLASS ONE**
- Pre-Research Game Plan (Handout)

**CLASS TWO**
- Intro to BPL's Learning Resources & Online Databases website (handout: http://bline.brooklynpubliclibrary.org/comm/erc/Shared%20Documents/Handouts/Intro_BPL_LearningRes_and_Databases-Halfpage.pdf)
- Assessing Internet Resources (Handout)
- Trustworthy Internet Sources handout
**PROCEDURE:**

**CLASS ONE**

Do now (optional): provide a Do Now which prompts students to ask questions about their research topic or about a primary source; OR, provide a Do Now which prompts students to think about where they usually go online for research

1. **Discuss the challenges of internet research**
   Ask students: what do you find most difficult when searching the internet? What do you find easiest? Where do you usually get started when you’re looking for information online? Touch on the following challenges: finding valid sources, relevant sources, finding specific information, not getting bogged down, knowing what’s true, etc.

2. **Pre-research Game Plan**
   Introduce the concept of a presearch game plan
   a. Why do you do pre-research? Creates a game plan and makes searching more organized
   b. How do you do pre-research? Talk the students through the Pre-Research Game Plan, allowing them to independently fill in their graphic organizer after talking through each section as a class.
      i. *What do you know already?* Invite students to write down anything they already know about their topic
      ii. *Research questions:* Think about the questions you have about your topic. What specific questions do you need your research to help you answer? [note: if the students have not yet learned much about their topic, it will be helpful to start the class by reading a secondary source about the topic.]
      iii. *Keywords:* present the concept of keywords as search terms, rather than searching with whole sentences or questions. What words or phrases do they want to search for? What words can they pull out of the research questions they listed? Ask students to pull keywords out of their questions.
         Remind students that keywords provide different results depending on how they’re organized: WWII vs World War Two, Indian vs Native American, etc. Students should mark down as many iterations of their topic as possible
      iv. *Search strings:* Discuss ways of combining keywords using “AND” and “OR”; ask students to write out combinations of keywords they plan to try.

3. **Online searching**
   NOTE: tailor this section to the topic students are covering. If BPL databases will not have relevant material, feel free to skip part A. If the Brooklyn Collection will not have much relevant material, feel free to skip part B.
   a. **BPL resources:** provide a demo of accessing BPL’s Learning Resources, walking through the handout “Intro to BPL’s Learning Resources & Online Databases”.
      Highlight one or two databases that will be relevant to the topic students are researching; have students write these at the bottom of the BPL Learning Resources handout.
   b. **Brooklyn Collection resources:** Talk students through searching the
Brooklyn Public Library Digital Collections. Provide a demo of accessing online resources from the Brooklyn Collection, including digital collections and historic newspapers

- Searching Google: demonstrate use of our keywords in Google, and compare results with other digital resources already demonstrated.

4. Independent Research
   Provide students with time to follow through on their Pre-Research Gameplan. Prompt them to look at two different resources, depending on their topic (Google and a database; a database and BPL digital collections; etc.)

5. Conclusion
   If time permits, create a discussion for the last ten minutes of class about what they found, how it met or did not meet their expectations, and how they might like to adjust their Gameplan based on results so far.

### CLASS TWO

1. Do Now: What’s True on the Internet

2. Discussion: Ask the students to share some of their responses about details they look for when evaluating whether information they see online is true.

3. Assessing Internet Resources handout: Present this to students as a tool for analyzing a website.

4. Group site analysis activity: navigate to a website you have pre-selected for this activity (one that is relevant to the topic this class is researching), OR do a google search you have pre-searched, based on keyword strings suggested in the previous lesson, and select one of the top results (that you have looked at previously to judge how well it will illustrate the activity).
   Go through the Assessing a Website sheet. Talk about the importance of taking notes, since the content on a website changes, and the importance of writing down all the possible citation information for the site so that they and others can find it again.

6. Databases vs. Web Searches: Ask the students for feedback on the differences they see between the databases looked at in the previous class, and the websites they’re looking at in this class. Discuss as a group the pros and cons of each kind of resource.

7. Independent Practice: Invite students to use their own keywords / keyword strings to independently find and assess a website. Provide a clean copy of the Assessing a Website worksheet for them to fill out on their own.
| **ASSESSMENT:** | • Educator can collect student work to check for completion and comprehension  
• Comprehension can be evaluated based on: the ability to identify keywords; the ability to successfully use keywords in online digital collections / databases; the ability to identify useful search results and assess websites for validity. |
| **DIFFERENTIATION:** | • For struggling students, allow more time for discussion and guided practice when assessing internet resources.  
• For advanced students, have them look at the Trustworthy Internet Sources Handout and choose a website that will be helpful for their project while explaining their reasoning.  
• If resources allow, have students go online and access sources. If no laptops or computer terminals are available, model research at the front of the room, describing everything you are doing as you navigate the web.  
• If only one class period is available, work through the first lesson of the two presented here, and provide the classroom teacher with the “Assessing a Website” handout to work through with students in another class period. |
C.C.S.S. ADDRESSED:

4th Grade
CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

5th Grade
CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

6th Grade
CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

7th Grade
CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8th Grade
CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**9th – 10th Grades**

**CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy.WHST.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**CCSS.ELA-Literacy.WHST.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**11th- 12th Grades**

**CCSS.ELA-Literacy.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**CCSS.ELA-Literacy.W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**CCSS.ELA-Literacy.WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**CCSS.ELA-Literacy.WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
MAKING A PRE-RESEARCH GAME PLAN

Topic:

What do you already know about your topic?

List five questions you have about your topic:

1.

2.

3.

4.

5.
Using your questions, list EIGHT keywords you can use for online research:

Use a combination of two or three keywords to search Google. Write down the URL of one search result that will help you answer your questions:

Use one or two keywords to search www.bklynlibrary.org/digitalcollections. Write the TITLE of one search result that will be useful for your research:

Based on your internet research, list any new keywords that you can use:
ASSESSING A WEBSITE

Website title: ________________________________________________
Website URL: ________________________________________________

What clues does the URL give?
❑ Company (.com) ❑ Educational (.edu) ❑ Nonprofit (.org)
❑ Government (.gov) ❑ Country-Specific (eg., .uk or .ca)

What is the purpose of this website?
❑ A personal web page ❑ A company or organization web page
❑ Entertainment ❑ An educational or research website
❑ Advertising or online shopping ❑ A social medial platform
❑ A web page for sharing ideas, opinions, or points of view
❑ Other: __________________________________

Is this website:
❑ mostly facts ❑ mostly opinions ❑ a mix of both

Can you identify the author? YES / NO              Who is the author:
Can you find the author’s qualifications or expertise? Do they seem like an expert about this topic?

Rate the website by circling an answer to each question below, on a scale from 1 to 10.

A. Is the information relevant to my research question?
   NO 1 2 3 4 5 6 7 8 9 10
   YES

B. Is the information up-to-date?
   NO 1 2 3 4 5 6 7 8 9 10
   YES  NO DATE X

C. Is the website well-maintained, ie. are there any broken links?
   NO 1 2 3 4 5 6 7 8 9 10
   YES

D. Does the website look professional?
   NO 1 2 3 4 5 6 7 8 9 10
   YES

E. Is the information written in a professional style (well informed and no spelling mistakes)?
   NO 1 2 3 4 5 6 7 8 9 10
   YES

F. Is the information objective and unbiased?
   NO 1 2 3 4 5 6 7 8 9 10
   YES

FINAL VERDICT: Is this website useful for your research?
EFFECTIVE INTERNET RESEARCH

There’s no doubt about it—internet research is challenging! How do you decide if something is real, trustworthy and applicable to your research? Asking the following questions when evaluating online sources can help ensure you’re on the right track.

Where does the website come from?
Every website has an author. Look for those made by unbiased organizations you trust.
- Company (.com)
- Government (.gov)
- Country-Specific (.uk or .ca)
- Nonprofit Organizations (.org)
- Educational (.edu)

How does the website look?
Examine websites with a critical eye and use your best judgment. Websites that look amateurish or old fashioned probably are.
- Is it professional-looking?
- Are there any spelling or grammatical errors?
- Is the information up to date?
- Is the text clear and easy to understand?
- Is the site easy to navigate?
- Are the graphics good quality?

Is the website useful to your research?
Useful websites should include sources that speak about or offer information on the following aspects of your research:
- The research topic
- The time period you’re researching
- The place you’re researching
- The type(s) of people you’re researching
- The question(s) you’re trying to answer
- The evidence you need to support your research

What is the purpose of the website?
Think about why the website was made and what the author is trying to achieve by making it.
- To communicate personal opinions, ideas or passions
- To offer information about a company or organization
- To educate or share research
- To entertain
- To advertise or sell something
- To share social media
- To publish news

Does the website offer credible information?
Anyone can make a website, and unfortunately there is no oversight to guarantee what’s being published online is true. Look for the following when deciding if a website offers credible information or not:
- Evidence
- Citations
- Quotes from known experts
- Information that can be verified from other sources (online or print)
BROOKLYN CONNECTIONS
SKILLS BASED LESSON PLANS

Brooklyn Connections supports teachers as they develop and implement skill-based instruction. We offer resources that can draw out specific learning skills from your pupils. Our free lesson plans are written by teachers for teachers and can be adapted for elementary, middle and high school students. Here is a partial list of our lesson plans. Some are downloadable from our website and we’re always happy to send you the ones that aren’t, just ask!

- Annotated Bibliography
- Atlas & Map Reading
- Brooklyn Collection Archive Tour
- Citing
- Conducting an Oral History Interview
- Crafting a Research Question
- Crafting a Strong Thesis Statement
- Developing an Argument
- Essential & Guiding Questions
- How to Write an Essay
- Internet Research (2-part lesson)
- Introduction to Research & Primary Sources
- Note Taking: Cornell Note Method
- Note Taking: Note Card Method
- Observations & Inferences
- Plagiarism
- Political Cartoons

Find more lesson plans at:
https://www.bklynlibrary.org/brooklyncollection/connections/resources