

You Might be Under Utilizing Your Library If...

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## The Top Ten List of Ways to Know You are under Utilizing the Library

10. The library is actually quiet.



9. The reference section has a thick layer of dust.

8. You have not seen the librarian move from behind the circulation desk all year.

7. You are not sure the librarian has legs.

6. The library webpage only has information about books...and a photo of the librarian.



5. There is no teacher/librarian collaboration going on.

4. Students do not connect the library with learning.

3. No one at your campus uses the electronic databases.

2. No one at your campus knows what a database is...



1. **You** don't know what a database is or how to use it. 😊

Technology and the need to be able to find accurate, reliable information have changed the role of the library within an academic setting. Is your library an integral part of student learning? Do teachers and librarians work together to embed information literacy lessons within campus curriculum? Is everyone, including teachers, administrators, and students, using electronic academic information resources? If the answer is no to any of these questions, you are under utilizing your library.



- power point presentation
- poster presentation
- illustrated poem

The students will also share their insect models.

The culminating activity will be each class coming the library and playing “BUGO” (Insect bingo)

**The classroom teacher will:**

- Introduce the unit in the classroom
- Assign each student an insect to research (draw from a hat – or any other method the teacher chooses)
- Design & hand out the graphic organizer
- Develop with the librarian the list of insects to be researched
- Bring the class according to the schedule for an hour on the days scheduled
- Supervise & facilitate student research in the library
- Explain the research products which the students need to produce
- Evaluate with the librarian & art teacher the unit of study

**The art teacher will:**

- Teach a lesson about geometric shapes & model building using The Very Hungry Caterpillar by Eric Carle as an example.
- Supervise & facilitate the building of the insect models in art class
- Evaluate with the librarian & art teacher the unit of study

**The librarian will:**

- Develop with teacher the list of insects to be researched
- Gather the appropriate materials (information books, appropriate web sites & reference works) for the unit
- Set up research stations in the library for each insect on the list
- Teach students how to use information texts (difference between prose & expository text, index, table of contents, note taking)
- Explain & demonstrate the research stations to the students
- Supervise & facilitate student research in the library
- Evaluate with the teacher & art teacher the unit of study
- Prepare BUGO (Insect bingo) cards & have prizes

**Schedule (elementary school):**

Day 1

- Classroom teacher shows introduces the unit – show dvd & read book
- Art teacher begins lesson on geometric shapes & model building (students will continue for the next 2 weeks in art class)

Day 2

- Librarian teaches students how to use information texts

- Librarian & teacher explain & demonstrate the research stations, how the students will gather & record information on their assigned insect

Day 3 – 5

- Students research in the library

Day 6-10

- Students create research products using class time & working at home.
- Students finish building insect models

Day 11- 12

- Students share their projects & models

Day 13

- Playing BUGO in the library

Schedule for library visits:

Mrs. Tilton	8:30-9:30 am
Ms. Mowry	9:45- 10:45 am
Mrs. Skarsten	11:30 – 12:30 pm
Mrs. Cheetum	12:45 – 1:45 pm
Mrs. Coleman	2:00 – 3:00 pm

**Resources required:**

- Web sites on insects
- Information books
- Reference books
- Graphic organizer
- Pencils/pen
- Art supplies
- BUGO – Insect bingo materials available at <http://www.uky.edu/Ag/IPM/teachers/bug-go/bug-go.htm>

**List of Insects:**

Wasp, cockroach, honeybee, cricket, grasshopper, ladybug, flea, housefly, mosquito, beetle, walking stick, praying mantis, lice, aphid, dragonfly, cicada, earwig, firefly, yellow jacket, mealworm, chigger, weevil, tick, stink bug, termite, bed bug

**Evaluation:**

- Students will be evaluated by observation and assessment of their research products
- Art teacher, teacher & librarian will meet to evaluate the unit. Were curricular objectives met? What went well? What would we change? Add? Take away? Would we do this again?

## **Teacher/Librarian Planning Sheet**

**Unit of Study:**

**Grade Level:**

**Objective[s]:**

**Description of the study unit.**

**The classroom teacher will:**

**The librarian will:**

**Schedule:**

**Resources required:**

**Evaluation**

**The “Holocaust,” Book Clubs, and Multigenre Writing**  
**A Collaborative Unit of Study**  
**6<sup>th</sup> grade – Dunbar Middle School**  
**Dickinson ISD, Dickinson, Texas**

**Objectives:** The students will be able to...

- Choose a Holocaust book club of their own interest
- Plan for project reading completion with group
- Work together as a group to read, think, discuss their book club title using Harvey Daniels roles/tasks
- Research Holocaust topics of their own interests (collaborative)
- Plan for their multigenre writing pieces thematically connected as a whole
- Draft, revise, and edit with peers in writing response groups
- Present their writing portfolios during which they will deliver a first person narrative based on Holocaust research during a history fair in May

DISD District Curriculum connections for 6<sup>th</sup> grade:

Social studies: World cultures, historical events and the impact on world societies

Language Arts: Basic Research skills/using information texts/ reading a variety of texts/writing to inform, persuade and entertain/grammar and mechanics/summarize and organize information/citation of sources

Technology: Using & evaluating electronic resources/basic keyboarding skills/power point/word processing

Art: develops and organizes ideas from the Holocaust unit to express a variety of ideas and identify influence of historical and political events

Library skills: using information books/use of table of Contents/index/reading for information/Using encyclopedia & other reference Works/critically evaluating information

**Description of the study unit.**

*Planning:* Select titles for possible books clubs such as *Girl of Kosovo*, *The Breadwinner*, *Goodbye Vietnam*, *Number the Stars*..

*Length of study:* 9-12 weeks, depending on the depth and breadth of the content covered. (I used this time to teach every major concept for reading and writing including grammar and mechanics in the form of “mini lessons.”)

Students will learn the roles/tasks (Harvey Daniels, 2002) so they can read and interpret the texts using various reading skills. Prior to the beginning of this unit, the teacher may want to use short stories to introduce the various roles (summarizer, discussion director, investigator, illustrator, connector, travel tracer, and word wizard). Students will then go to the library for the introduction to the Holocaust unit and booktalks of the various book club titles.

Librarian will:

- Read aloud *Erika’s Story* (Vander Zee, Ruth)
- Discuss the meaning of the word “holocaust”
- Booktalk each of the pre-selected titles for book clubs

- Students will choose which book club they want to join (teacher may have to ask student to list first three choices to balance out numbers)

Students will begin their book clubs using the procedures established earlier using short stories. The teacher may want to organize the group work using folders. Student will take turns reading, writing, then discussion their responses. The teacher will act as facilitator, assisting groups with discussions—often asking more questions than giving “answers.” Each week, groups will present an overview (or booktalk) of that week’s highlights and share their opinions, frustrations, and predictions with the whole group. Reading can take place individually (silently), with partners, or with the whole group. If the teacher has included nonfiction texts for each group, once a week group members will get to “research” areas about their topics that interest them. Pairing fiction and nonfiction will allow students to become aware of possible research topics on their own.

As students begin getting close to the end of their readings, this is a perfect time to schedule another visit to the library for an introduction (or review) of techniques for finding information.

*The librarian will...:*

...begin to teach a series of lessons focusing on topics about the Holocaust (based on Big6™ at <http://www.big6.com/> ):

- Task Definition
- Information Seeking strategies
- Location and Access
- Use of Information
- Synthesis—compiling the information into a writing piece.
- Evaluation—shared assessment with students and teacher.

The teachers who are integrating the curriculum (social studies, language arts, and art) will want to plan a schedule with the librarian.

*The language arts teacher will:*

- Begin introducing multigenre research and writing techniques
- Have instructions ready in a packet for writing requirements and rubrics
- Use real world literature as models
- Model his or her own writing process
- Teach mini lessons to improve common writing errors
- Set up writing response groups
- Demonstrate how to plan, draft, and revise
- Allow time for research and collaborate with the librarian

*The social studies teacher will:*

- Assist students with resources
- Allow time for research and information literacy lessons with the librarian
- Teach related lessons connected to the theme of “holocaust” and cultural survival
- Help students understand the geographical, cultural, and economical ramifications to these historical events
- Demonstrate correct documentation of sources and collaborate with the librarian

*The art teacher will:*

- Show students examples of art from different cultures who are experiencing some kind of upheaval such as Susan Rubin's *Fireflies in the dark: The story of Friedl Dicker-Brandeis and the children of Terezin*. and *I Never Saw Another Butterfly* by Hana Volavkova.
- Explore the art forms of children who had limited art supplies, yet who were able to communicate through their art
- Cover historical contexts of art and the significance to each culture
- Allow students to respond to these examples to produce their own art
- Allow time for art research using the internet and collaborate with the librarian

### **Schedule:**

The collaborating teachers will need to plan together to design a calendar of research “events” with the librarian. The schedule may look something like this...

Schedule for library visits (**middle school**): (IL-Information Literacy)

Mrs. Tilton	language arts, Monday, Jan. 6	IL lesson 1: identify a topic
Ms. Mowry	language arts, Tuesday, Jan. 7	IL lesson 1: identify a topic
Mrs. Skarsten	language arts, Wed. Jan. 8	IL lesson 1: identify a topic
Mrs. Tilton	language arts, Thurs. Jan 9	IL 2: What info is needed?
Ms. Mowry	language arts, Fri. Jan. 10	IL 2: What info is needed?
Mrs. Skarsten	language arts, Mon., Jan 13	IL 2: What info is needed?
Mrs. Donohu	social studies, Tues, Jan 14	IL 3: Identify info sources
Ms. Johnston	social studies, Wed. Jan. 15	IL 3: Identify info sources
Mrs. Duran	social studies, Thurs. Jan. 16	IL 3: Identify info sources
Mrs. Watson	art, Fri. Jan 17	IL 4: Locate sources (art)

### **Resources required:**

- Web sites about Holocaust and other “holocaust” events
- Information books
- Reference books
- Graphic organizers
- Pencils/pen
- Art supplies
- Collaboration and planning forms

### **Evaluation of integrated unit on Holocaust:**

- Students will be evaluated by observation and assessment of their research products
- Art teacher, language arts teacher, social studies teacher, & librarian will meet to evaluate the unit. Were curricular objectives met? What went well? What would we change? Add? Take away? Would we do this again?

## What Collaboration Looks Like

<b>LA Teacher Objectives</b>	<b>Librarian Objectives</b>
Introduce multigenre unit with instructions and student/parent contracts	Assist with topic selection and/or narrowing the topic
Demonstrate different writing models using real world examples and modeling	Teach research sources including print and electronic
Mini lessons to teach writing processes including drafting, elaboration, revision...etc	Database searches to find information
Mini lessons for grammar/mechanics	How to evaluate a website
Mini lessons for writing style including figurative language	Note taking and paraphrasing
Set up writing response groups and facilitate peer response	Bibliographic citations
Develop assessment rubrics so both the student and the teacher use the same grading scales	Develop rubrics so that both librarian and student can assess their information literacy work

## Teacher/Librarian Shared Student Assessment

Students first use this rubric to self assess then conference with the teacher and librarian for feedback. This process is meant to be collaborative and provide opportunities for reteaching, enhancement, and/or enrichment. True differentiated learning can happen in both the classroom and library.

LA Teacher	Snapshot Rubric:	First Draft	Librarian	Citations and Bibliography	First Draft
Do you have TTAPP?		1 point	Have you cited at least on source?		1 point
How is this piece connected to the theme of your collection?		2 points	Did you correctly cite a source within the text at least once?		2 points
What was your purpose in writing this piece—did you accomplish that purpose?		2 points	Do you have a Works Cited page?		2 points
What does the task (poem, point of view piece, pictorial) add to the collection?		2 points	Does the citation have the author's name, copyright date, title, publisher, place of publishing and page number[s]?		2 points
Do you have at least one bibliographic citation?		2 points	Does the citation have proper capitalization and punctuation?		2 points
Have you checked for spelling and grammatical errors?		1 point	Are the correct titles <u>underlined</u> ? ( <i>italicized</i> if word processed)		1 point

**A Collaborative Unit  
High School American History  
World War I—A Multimedia Newscast**

**Objectives: National History Standards**

**Standard 2B**

**The student understands the causes of World War I and why the United States intervened.**

Grade Level	Therefore, the student is able to
5-12	Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. [ <b>Identify issues and problems in the past</b> ]
7-12	Assess how industrial research in aviation and chemical warfare influenced military strategy and the outcome of World War I. [ <b>Analyze cause-and-effect relationships</b> ]
7-12	Analyze the impact of American public opinion on the Wilson administration's evolving foreign policy from 1914 to 1917. [ <b>Examine the influence of ideas</b> ]
7-12	Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. [ <b>Assess the importance of the individual</b> ]

**Standard 2C**

**The student understands the impact at home and abroad of the United States involvement in World War I.**

Grade Level	Therefore, the student is able to
7-12	Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. [ <b>Identify issues and problems in the past</b> ]
9-12	Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. [ <b>Evaluate the implementation of a decision</b> ]
5-12	Explain how the American Expeditionary Force contributed to the allied victory. [ <b>Interrogate historical data</b> ]
5-12	Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. [ <b>Evaluate the implementation of a decision</b> ]

(Individual presentations may not meet all of the objectives but most or all will be addressed in the presentations of the class as a whole.)

**Prior Knowledge Expected:**

Students will have knowledge of events and policies that led to World War 1 as well as an understanding of the war itself.

Students will have a basic knowledge of internet and database searching as well as how to use basic technologies.

**Teacher and Librarian Roles:**

**History Teacher:** Near the close of the unit on World War 1, the teacher will explain the assignment and the grading rubric. Teacher will divide students into groups of 3-4 to work on the project and will help students brainstorm possible topics for their newscast. Will assist librarian with students during research time.

**Computer Ed/Technology Teacher/Librarian:** Show students how to incorporate websites, video clips, audio clips, newspaper excerpts, etc. into a video production. Show students how to

tape a production and provide equipment for making the production. Will be available for trouble shooting and assistance as needed.

**Librarian:** Provide students with information about database searching and which databases would be the most useful. Find and bookmark websites that could be useful but allow students to search for others. Find an example of a movie newsreel and show it to students—if one from WW1 is available, even better. Provide any needed instruction to the class as a whole or to individuals on any aspect of the project—teacher and librarian will need to meet to determine what these needs might be. Have print materials available; interlibrary loan any additional materials needed. Assist students as students as needed in searching and evaluating information and in the production of newscasts.

**Assignment:**

World War I Multimedia Newscast or Newsreel (based on a lesson by Cheryl Ebusui of Las Vegas, NV)

In groups of 3-4, you will develop a multimedia presentation of either a newscast or a newsreel about World War I. (Yes, I do realize that there was no television during this time but we will “pretend” that there was.) Your newscast will cover 3 topics of your choice from the following categories: 1. Military stories—can include interviews with stories, war news, battles, etc. 2. the War Effort on the Homefront, including politics 3. Entertainment and/or Leisure. You are limited to the years 1941-1918. You will include in your newscast/newsreel a 1. website 2. a video clip 3. an audio clip (the audio and video clips may be historical or original) 4. a newspaper article and 5. an example of Propaganda. You will need to make sure that all topics occur around the same date so that you can “date” your newscast. For your audio or video clip, you may do an original interview based on information you found. Clothing, etc should be as accurate as possible if you choose this option.

A Sample Outline of your Presentation: You may video your presentation or you may give a “live” version.

Introduction—Give your show and title and introduce your news team

Topic 1:

Explanation (news story) with whatever you incorporate into it (website, etc)

Topic 2:

Explanation (news story)....

Topic 3:

Explanation (news story)....

Conclusion

### Assessment Rubric: 200 points

- I. Newscast script (write it like a play with dialogue)—20 pts
  - a. Mechanics—(15 )
  - b. Division of speaking (equal for all group members )—(5)
  
- II. Content of Newscast—50 pts
  - a. Accuracy of information for date and year chosen
  - b. Evidence of in-depth knowledge of the subject
  - c. Historical accuracy of overall product
  - d. Originality
  
- III. Choice of video, audio, website, newspaper article, and propaganda—50 pts.
  - a. Relevance to topic
  - b. Accuracy
  
- IV. Presentation—50 pts
  - a. Appropriate attire
  - b. Ready to present
  - c. Presentation skills—organization of information, speaking skills, eye contact
  - d. Flow of presentation—Have you practiced? Is there “dead time”? Does it run smoothly without long waits for the technology to work?
  
- V. Bibliography—correct format—10 pts.
  
- VI. Evaluation—20 pts.
  - a. Peer--Did you do your share of the work?
  - b. Personal--What did you learn about World War 1 from this project?

**Making the Most of your School Library Media Center  
An Annotated Bibliography**

Chan, Christopher. 2008. The impact of school library services on student achievement and the implications of advocacy: A review of literature. *Access* Vol 22: 12 (Dec), p. 15-20.

Chan summarizes all research studies that deal with the impact of school libraries on student achievement and concludes that, without a doubt, school libraries do impact student achievement.

Hartzell, Gary. 2003. Why Should Principals Support School Libraries? *Teacher Librarian*. Vol 31:2 (Dec), p. 21-23.

Using evidence from as far back as the 1950s, Hartzell discusses why principals should support school libraries and gives characteristics of library programs and teacher-librarians that support student achievement.

Hoffman, Mary. 2004. *Collaborating for Real Literacy: Librarian, Teacher, and Principal*. Columbus, OH: Linworth.

After defining "real literacy," Hoffman shows how all players should be involved in the educational process. Examples of exemplary practices are described.

Johnson, Doug. 2005. Getting the Most from your School Library Media Program. *Principal*. Vol 84: 3 (Jan/Feb), p. 43-46.

This article gives a number of suggestions that principals can use to both establish and maintain school library programs that are effective in promoting student achievement.

Morris, Betty. 2007. The Principal's Support of Classroom Teacher-Media Specialist Collaboration. *School Libraries Worldwide*. Vol 13:1 (Jan), p. 36-55.

This study examines how well principals support collaboration in exemplary media program schools in Georgia. The study supports that these principals are strong library advocates.

Patten, Kathy. 2003. A Source for Better Scores? The School Library. *School Administrator*. Vol 60:1 (Jan), p. 29.

Guest columnist Patten emphasizes the importance of school libraries to student achievement and give attributes of school library programs that affect test scores.

**Most current research on school libraries:**

U.S. National Commission on Libraries and Information Science. (2008). School libraries work. Retrieved March 6, 2009 for the Scholastic Web site:  
[http://www2.scholastic.com/content/collateral\\_resources/pdf/s/slw3\\_2008.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf)