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ARTIFACT 1

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 2.1

INTASC Standards	1.1, 1.5, 6.2, 6.4, 7.2, 7.3, 9.1, 10.2	**SECOND**
RIBITS	2.3, 2.5, 3.3, 7.1, 9.5	
Library Objective	The student will recognize the importance of maps in our daily lives. The student will understand that a map is a "birds-eye view" of a particular geographic area, and will contain varying levels of detail depending upon the scale of the map.	
Title	*"Scale of Maps"*	
Resources	Computer with Internet access, projector, From Here to There by Margery Cuyler.	
Introduction	Introduce lesson by highlighting the need for maps.	
Vocabulary	Scale, compass rose, cardinal directions	
Activity	Explain that there are many types of maps for different uses, but the parts of a map are usually consistent. Highlight the compass rose, cardinal directions, and the map scale. The scale of a map is a representation of distance and will change depending on how much detail is depicted on the map. Read From Here to There and discuss with the class on how the scale changes the farther we move away. Open Google Maps on the computer to reinforce how the scale changes as you zoom in and out of an area. Allow the students to draw a map of their bedroom for a future map scale project.	
Evaluation	The student will be informally evaluated through periodic questions and will complete a drawing of a map of their bedroom.	
Comments	Clearly state expectations and goals	

ARTIFACT 1

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 2.2

INTASC Standards	1.1, 1.3, 2.3, 4.3, 5.3, 6.4,	SECOND
RIBITS	1.2, 2.3, 2.4, 4.1, 6.1, 6.4, 7.1, 8.1,	
Library Objective	The student will learn the basics of Google Maps. The student will be able to locate an area when given an address.	
Title	*"Landing a Spaceship Using Google Maps"*	
Resources	Computers with Internet access, projector, printouts of home addresses, *Grab* computer software.	
Introduction	Introduce lesson by explaining that the students are navigators aboard a space shuttle. They are responsible for landing the shuttle at their house.	
Vocabulary	Google Maps, address, address bar	
Activity	Begin by showing a video of a space shuttle launch. Explain that the students will play the role of shuttle navigators, and will use Google Maps to successfully land the shuttle at their house. Have students open Google Maps and highlight the different areas of the screen. Pass out the home address of the individual students and instruct them to type in the coordinates of their house. After zooming in, a satellite picture of the roof of their house will be available. Instruct the students how to use the software program *Grab* to take a picture of the screen. Save this file to use in future map scale activity.	
Evaluation	The student should be able to successfully follow directions type in the address of their house on the address bar and get a snapshot of the window using *Grab*.	
Comments		

ARTIFACT 1

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 2.3

INTASC Standards	1.5, 5.1, 5.5, 6.1, 6.2, 6.4, 7.2, 7.3, 9.1, 10.2	SECOND
RIBITS	2.3, 2.4, 2.5, 3.3, 7.1, 9.5	
Library Objective	The student will design a comic book containing maps of various scales. They will learn 21st century skills, including visual design principles, creative thinking, and understand the concept of place.	
Title	*"Designing a Map Comic"*	
Resources	Computers with Internet access, webcams, projector, Comic Life software application, digital pictures of US, state of residence, town of residence, Google Map image from lesson 2.2, scanned bedroom drawing from lesson 2.1.	
Introduction	This is a project that requires multiple days. The students must be guided in designing this comic book, since most are not masterful when using computers.	
Vocabulary	Comic Life, window, address bar, pinch and zoom, drag and drop	
Activity	This lesson was created with iMac computers and the software program Comic Life. Begin by having the students open Photo Booth, a photo program on Apple computers. Give the students a few minutes to take pictures of themselves to represent their personalities. These will be used for the cover page of the comic book. Then open Comic Life and place these pictures in several panes, using the included filter to achieve a comic book-like style. Next have them insert new pages, and fill these with the digital maps. Finally, have the students use the included speech bubbles to say "I live here" on all of the images. Print the completed project, staple, and distribute the map comic books to the class.	
Evaluation	The student will be able to follow directions and create a personalized comic book that contains maps of their country, state, town, aerial view of their house, and drawn picture of their bedrooms.	
Comments	Clearly state expectations and goals. Walk the students through the process step by step.	

Created by Brennan Murray

ARTIFACT 2

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 3.2

INTASC Standards	1.1, 1.2, 1.5, 2.1, 2.3, 3.1, 4.3, 5.4, 5.5. 8.2, 8.4. 9.1	THIRD
RIBITS	1.1, 1.2, 2.1, 2.2, 5.5, 6.6	
Library Objective	The student will understand how to use a dictionary to search for information.	
Title	*"Get to Know the Dictionary"*	
Resources	Copies of Children's Dictionaries (1 for every 2 students), whiteboard/chalkboard for recording team scores, pre-made list of words, definitions and sentences.	
Introduction	Begin by highlighting how dictionaries are organized. Explain the importance of context.	
Vocabulary	Context, alphabetical order	
Activity	Arrange tables to form two rows that face each other and distribute dictionaries. Divide class into two teams and have every student partner with another student. After instructing the students of how to locate specific information in a dictionary, explain the rules of the game. The teacher will read a word, use it in a sentence, and wait for a team to give the correct definition of the word. Each correct answer is worth two points, while and incorrect answer is -1 point. The team with the most point at the end of the period is the winner. Explain that it is important to listen to contextual clues and to whisper when discussing the definition in your team.	
Evaluation	Observe how the students interact with their partners and teammates. If the class is struggling to find the word in the dictionary, slowly spell it on the chalkboard.	
Comments		

ARTIFACT 2

Dictionary Trivia Questions

Easy

1. **Wag:** I watched the dog wag his tail. *Vb. To swing to and fro or from side to side.*
2. **City:** I was born in the city. *N. A place in which people live that is larger or more important than a town.*
3. **Neck:** I slept funny last night and my neck hurts. *N. The part connecting the head and the main part of the body.*
4. **Forest:** We like to run and play in the forest. *N. A growth of trees and underbrush covering a large area.*

Medium

5. **Frock:** Trisha looks pretty in her new frock. *N. A woman's or girl's dress.*
6. **Snarl:** When we were in the jungle we heard a loud snarl. *N. An angry growl*
7. **Mechanic:** My car was not working so I took it to the mechanic. *N. A person who makes or repairs machines.*
8. **Heartbroken:** I was heartbroken when my dog ran away. *Adj. Overcome by sorrow.*
9. **Phobia:** A fear of heights is a common phobia. *N. An unreasonable, abnormal, and lasting fear of something.*
10. **Marathon:** I had to train really hard to run in the marathon. *N. A long distance running race.*
11. **Dungeon:** Robin Hood managed to escape from the castle's dungeon. *N. A dark usually underground prison.*
12. **Enormous:** Did you see that elephant? It was enormous! *Adj. Unusually large.*
13. **Landslide:** The mayor won the election by a landslide. *N. The winning of an election by a very large number of votes.*
14. **Pinch:** The recipe calls for a pinch of salt. *N. As much as may be picked up between the finger and the thumb.*
15. **Dreadnought:** In our small sailboat, we were able to outrun the dreadnought. *N. A very large battleship.*

Difficult

16. **Rough:** The rough seas were due to the high winds. *Adj. Not calm.*
17. **Captain:** Greg was the captain of the soccer team. *N. A leader of a group.*
18. **Pharmacy:** I had to go to the pharmacy to pick up my prescription. *N. The place of business of a pharmacist.*
19. **Roll:** Can you please roll that dough into a ball for me? *Vb. To shape or become shaped in a rounded form.*

Artifact 3

Belchertown Media Center Website

www.bhslib.wordpress.com

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 6.1

INTASC Standards	1.5, 2.1, 2.2, 2.3, 2.5, 4.2, 4.3, 5.1, 5.4, 6.2, 6.4, 8.2, 8.4,	HLXIS
RIBITS	2.4, 3.1, 3.2, 5.1, 5.3, 6.2, 6.6, 8.2,	
Library Objective	The student will learn to work in a group, which will collectively develop a creative stop motion video.	
Title	*"Stop Motion Video-Brainstorming"*	
Resources	Computers with Internet access, projector, "Leverett Studios" Worksheet	
Introduction	Introduce.	
Vocabulary	Stop Motion, FramebyFrame, iMovie	
Activity	Before allowing the students to continue on the project, show a short clip of a simple stop motion video made using FramebyFrame and iMovie. Explain how to use this software to make effects that the students may use in their projects. Show the capabilities and limitations of the software to help focus the groups' ideas. Pass out the "Storyboard" worksheet and instruct the students to flesh out the movie using descriptions and pictures of the scenes. Collect storyboards at the end of the lesson.	
Evaluation	Observe the group interaction. Informally evaluate the behavior of the group and assess the progress of the movie based on the creativity of the idea, and the detail of the description.	
Comments		

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 6.2

INTASC Standards	1.5, 2.1, 2.2, 2.3, 2.5, 4.2, 4.3, 5.1, 5.4, 6.2, 6.4, 8.2, 8.4,	HLTIS
RIBITS	2.4, 3.1, 3.2, 5.1, 5.3, 6.2, 6.6, 8.2,	
Library Objective	The student will learn to work in a group, which will collectively develop a creative stop motion video.	
Title	*"Stop Motion Video-Storyboards"*	
Resources	Computers with Internet access, projector, "Storyboard" Worksheet	
Introduction	Continuing with the stop motion project, the groups will develop detailed storyboards.	
Vocabulary	Stop Motion, FramebyFrame, iMovie	
Activity	Before allowing the students to continue on the project, show a short clip of a simple stop motion video made using FramebyFrame and iMovie. Explain how to use this software to make effects that the students may use in their projects. Show the capabilities and limitations of the software to help focus the groups' ideas. Pass out the "Storyboard" worksheet and instruct the students to flesh out the movie using descriptions and pictures of the scenes. Collect storyboards at the end of the lesson.	
Evaluation	Observe the group interaction. Informally evaluate the behavior of the group and assess the progress of the movie based on the creativity of the idea, and the detail of the description.	
Comments		

ELEMENTARY SCHOOL LIBRARY LESSON PLAN # 6.3

qINTASC Standards	1.5, 2.1, 2.3, 2.5, 4.2, 4.3, 5.1, 5.2, 5.4, 6.2, 6.4, 8.2, 8.4,	HLXIS
RIBITS	2.4, 3.1, 3.2, 5.1, 5.3, 6.2, 6.6, 7.1, 8.2, 11.4	
Library Objective	The student will learn to work in a group, which will collectively develop a creative stop motion video.	
Title	*"Stop Motion Video-Action!"*	
Resources	Digital cameras, computers, FramebyFrame, iMovie	
Introduction	Explain how to use the equipment and the technical issues of creating a stop motion movie. Make sure to highlight the importance of lighting, holding the camera still, and TEAMWORK!	
Vocabulary	Stop Motion, FramebyFrame, iMovie	
Activity	This project will take several classes to complete. Stop motion video is a time consuming process, but it is important to allow the students to work out issues. Attempt to intervene only when the students lose track or become unruly. After the students take enough pictures to effectively portray the scene, load the images into FramebyFrame. Help the students with the frame rate, and then export to iMovie for editing. Import music, sounds, and titles to give the stop motion video a polished look.	
Evaluation	Observe the group interaction. Informally evaluate the behavior of the group and assess the final project on creativity, teamwork, and professionalism.	
Comments		

Belchertown High School Interdisciplinary Lesson Plan

RIBITS Standards	1, 2, 3, 5, 7,	**BHS Library**
Library Objective	The student will learn how to analyze images and remain critical when selecting artifacts for museum displays or visual aids.	
Title	*"Virtual Museum Project"*	
Resources	Atomic Bomb pathfinder Computer lab Digital projector	
Introduction	Introduce the importance of selecting images for a project. Powerful images have the potential to form emotional connections to the viewer.	
Vocabulary	Emotion, tangibles, intangibles, resources	
Activity	This lesson is part of a co-delivered virtual museum project. The instructor will explain that museum curators are selective in choosing artifacts to display in museums. Highlight the importance of remaining critical in this process to ensure that the display has a constant theme to support the intended rationale. Building a museum display is similar to writing a thesis paper: there is the main argument or interpretation that is supported with evidence.	
Evaluation	The student groups will prepare and present their virtual museums to the class. Evaluation will be based on accuracy of research and professionalism of final presentation.	
Comments		

A Picture Is Worth 1000 Words

Any Guesses?

Interpretive Park Ranger

- Wore lame hat
- Led programs that focused on the cultural and natural history of the park

Natural History

Cultural History

Cultural History

Context & Connection

- Context
  - Provide a background to what the visitor is experiencing
  - Give it relevancy
- Connection
  - Connect the experience to the individual
  - Universals & Intangibles

What?

- Universals
  - Emotions
  - Memories
- Intangibles
  - Past peoples/events
  - Values

Museums Use Similar Techniques

Example

4000 shoes from prisoners gassed in Nazi concentration camps

From the United States Holocaust Memorial Museum

Critical Selection

- Museums house artifacts and images - many not displayed
- Must be critical in selection
- Follow a theme or rational of displays
- A picture may be worth a 1000 words, but a good picture is priceless

Battle of the Books Sign-Up Form

Date: February 12, 2009

Rules:

- Four students per team
- Questions must relate to the plot, characters, setting or major details of the 25 MCBA books. NOT on trivial or incidental facts.
- All questions must follow the format: "In which book..." The answer is always the TITLE of one of the MCBA books.
- Questions will be written on index cards, one per card. The answer must appear on the bottom of the card. Questions must be turned in at the library by February 10th.
- There will be 2 tournaments, one for 4th grade and one for 5th/6th. The winners from each tournament will meet for the School Championship Match.
- Tournament matches will last 20 minutes.
- Each team is given 30 seconds to answer a question.
- Each correct answer is 1 point.
- The team with the most points at the end of 20 minutes will be declared the Champions!

Team Name _____

Team Members

_____

_____

_____

_____

Artifact 7

Massachusetts Children's Book Awards Event

http://secure.smilebox.com/ecom/openTheBox?sendevent=4f4441334f446b354d673d3d0d0a&blogview=true&campaign=blog_playback_link

ARTIFACT 8

Belchertown High School Interdisciplinary Lesson Plan

Earth and Space Science Content Standards	1, 2, 3, SIS1, SIS3	**BHS Library**
Library Objective	The student will use a variety of sources to investigate the science behind global climate change and communicate these findings using appropriate journalistic techniques.	
Title	*"Communicating Climate Change"*	
Resources	Climate change pathfinder Computer lab Digital projector	
Introduction	Introduce the physical systems responsible for the Earth's climate and how modern civilization is currently affecting these systems.	
Vocabulary	Anthropogenic, positive feedback loops, hook	
Activity	This multi-day unit is designed to introduce students to the complexities of global climate change and the disconnect often experienced between scientists and journalists. Day one will primarily focus on the dynamics of climate systems, while the second lesson will highlight the difficulties of presenting these inherently complex systems to the public. The students will be broken into groups and conduct research on different aspects of climate change. They will then present their findings to the rest of the class in the form of a newspaper article or a PSA.	
Evaluation	The student groups will prepare and present their findings to the class. Evaluation will be based on accuracy of research and professionalism of final presentation.	
Comments		

Created by Brennan Murray

Communicating Climate Change

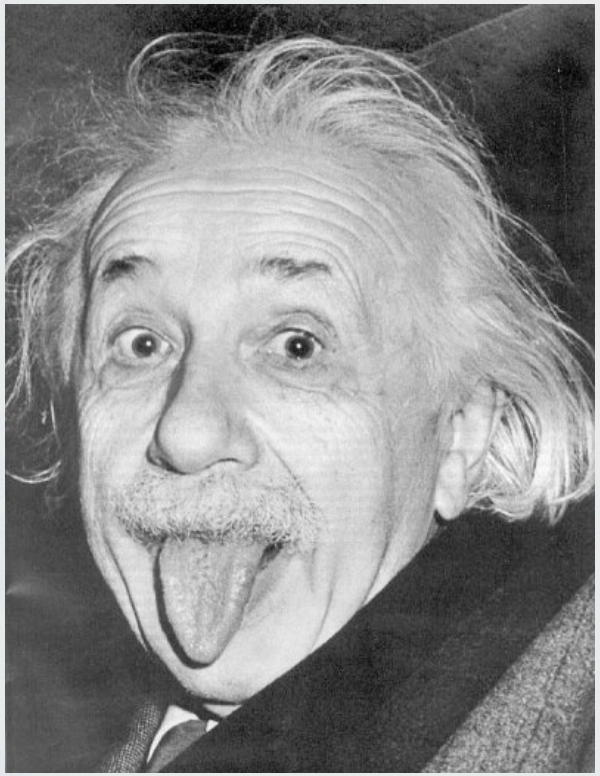
Delivering Science to the Public

Which Comes Closest To Your View On Climate Change?

- I don't think the government should spend money on climate change until we figure out if its a real problem.
- I believe climate change is real, but is gradual and we should deal with it at with minimal economic costs.
- Climate change is serious and needs to be addressed even if it involves significant costs.

Scientists Are "Different"

- Jargon
- Fear of being considered activists
- Science should speak for itself
- Leads to confusion and contradiction



What is Climate?

- NOT WEATHER!!
- Complex relationship between solar radiation, atmosphere, and the oceans
- Atmosphere is like a thin blanket

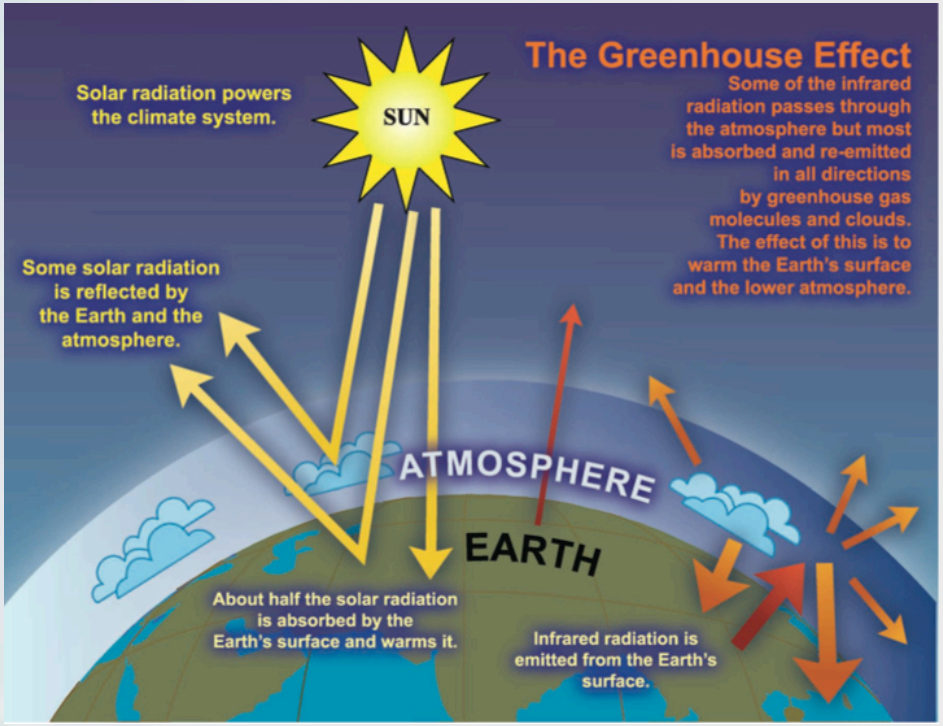


Image retrieved from IPCC, 2007: Climate Change 2007: The Physical Science Basis: FAQ 1.3, Figure 1

CO2 Emissions

- Industrial Revolution
  - Burning of fossil fuels
  - Land use
- Population
- Not easy to curb

CO2 Effects Temperature

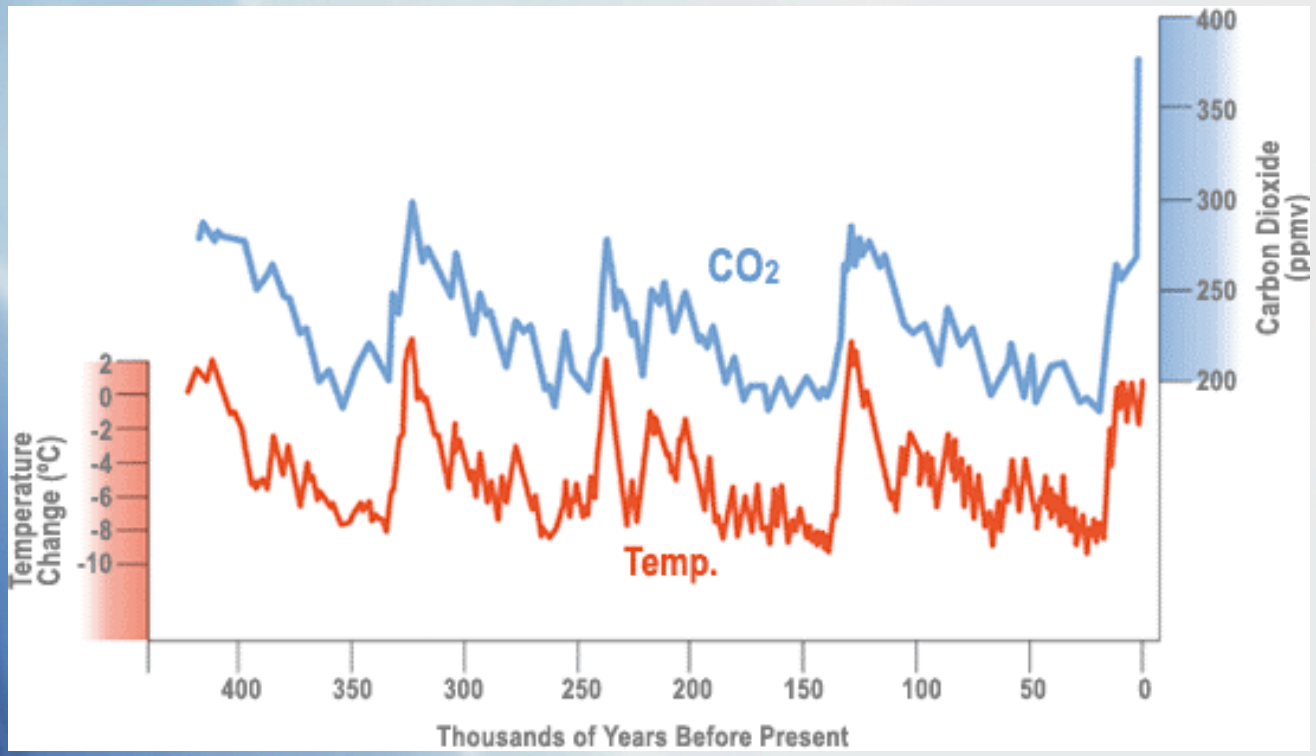
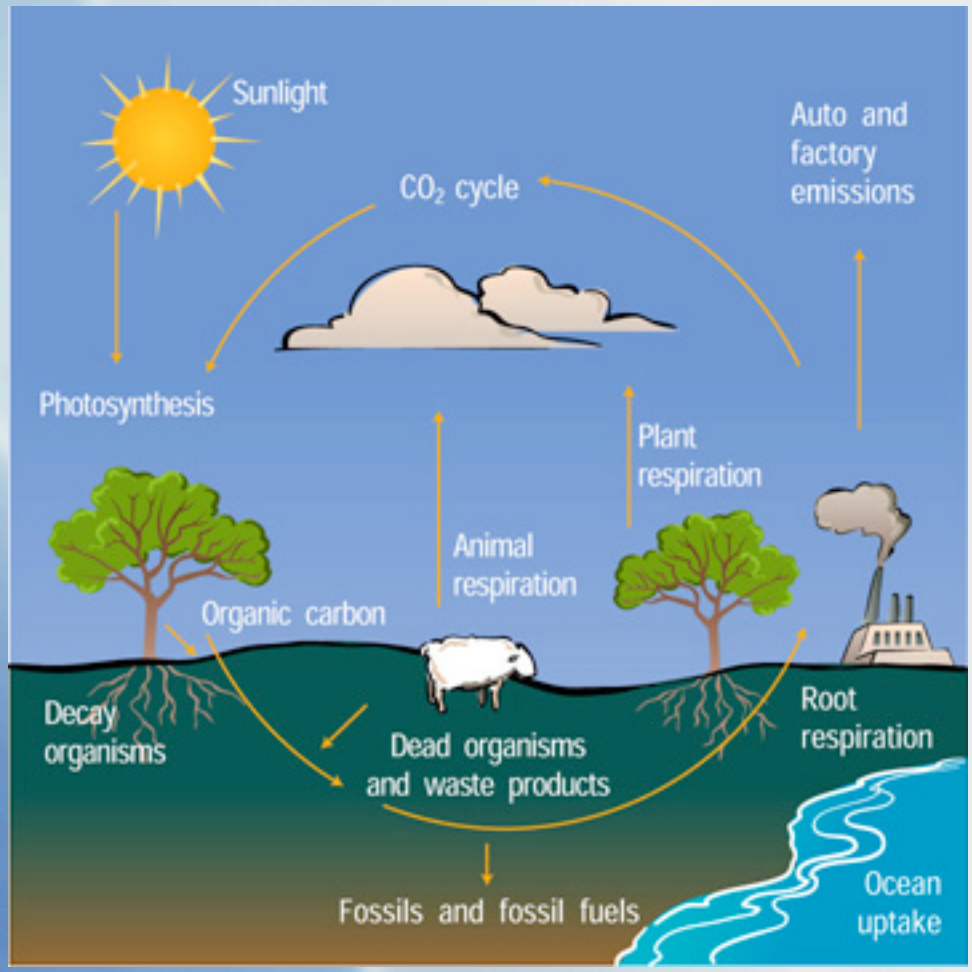


Image retrieved 3/1/09 from http://www.architecture2030.org/images/current_situation/CS02-CO2-Temperature.gif

Predictions by 2100

- Increase in C02 concentration ~ 800ppm
- Increase in global temp 2-11.5 Degrees F

Carbon Cycle



Consequences

- Positive Feedback Loops
  - Tundra Thaw
  - Ocean Delay
  - Wildfires
  - Albedo Effect
- Drought
- Sea Level Rise
- Famine

What To Do?

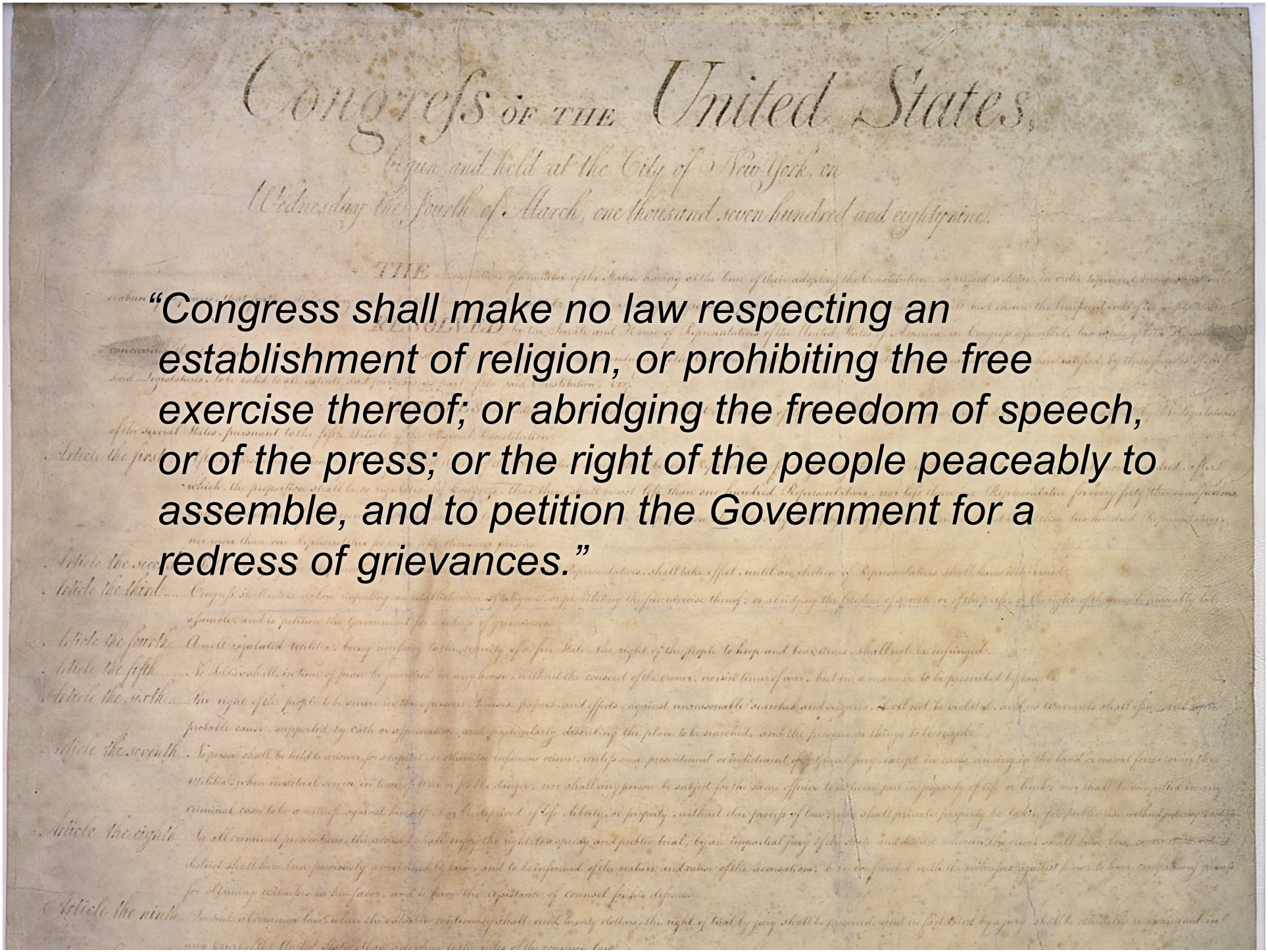
- Climate change inevitable
- Cut CO2 emissions to 80% 1990 levels
- Hurt economy?
  - Efficiency
  - Green Economy

Answer

Inform the public through good journalism

Communicating Climate Change

Delivering Science to the Public

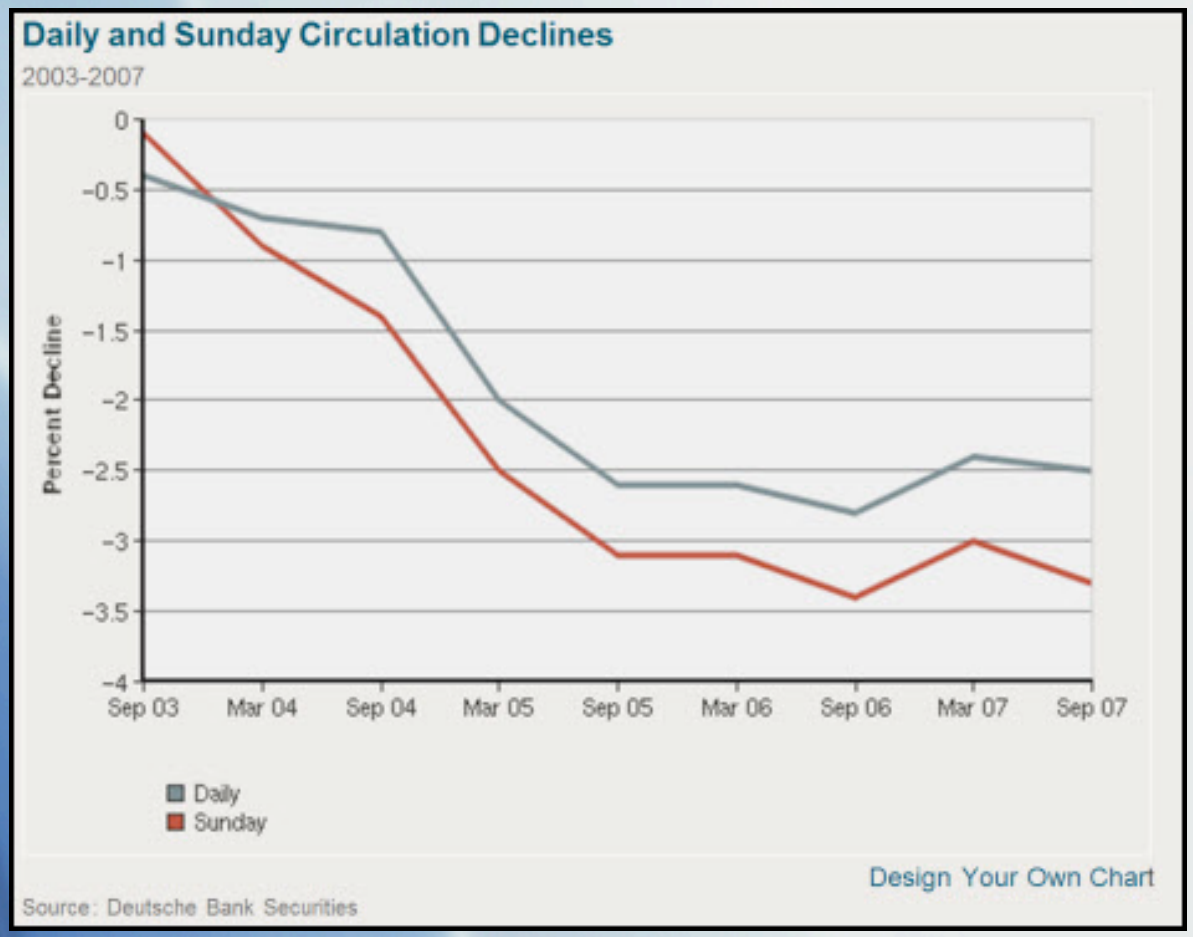


"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

Values

- Truth
  - Verify
- Loyalty to the Public
  - Independence
  - Comprehensive and Proportional
  - Forum for Criticism and Debate
- Make the Significant Interesting and Relevant
- Practitioners Must Follow Conscience

Crisis in the Media



Retrieved from the State of the News Media 2008

What's Causing This Decline?

- Internet
  - 24/7
  - Instant Access
  - Easy to Navigate/Not Final Destination

Consequences

- Reader Subscription + Advertisements
- = Loss of Revenue
- = Loss of Staff
- = Loss of Verification
- Move to new medium and strive to retain strong journalistic values

Communicating Climate Change

Difficulties

- Fear of advocacy
- Journalists have little background in science
- Complex issues reduced to sound bites
  - Space & Time
- Conflict leads to public interest
- Hard to push a story the oozes, not breaks
  - No Peg

Communicating Climate Change

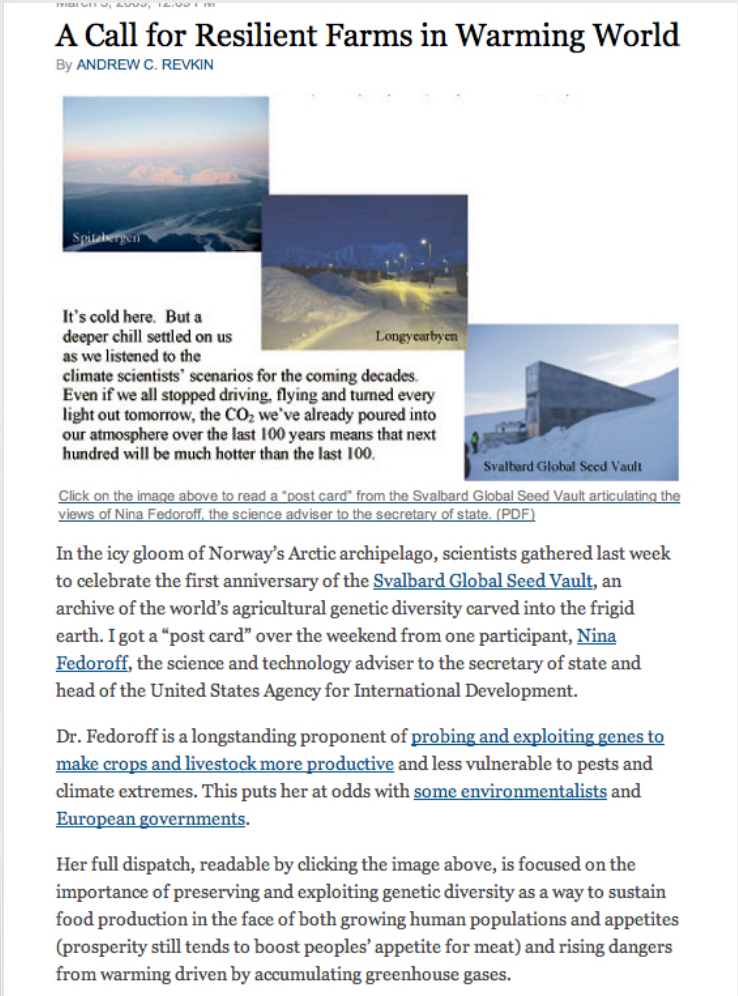
Solutions

- Research!!!
- Give Comprehensive and Proportional Coverage
- Make the Significant Interesting and Relevant

Communicating Climate Change

Main Parts of an Article

- Headline
- Byline
- Lead Paragraph
- Supporting Paragraphs
- Hyperlinks



A Call for Resilient Farms in Warming World

By ANDREW C. REVKIN

It's cold here. But a deeper chill settled on us as we listened to the climate scientists' scenarios for the coming decades. Even if we all stopped driving, flying and turned every light out tomorrow, the CO_2 we've already poured into our atmosphere over the last 100 years means that next hundred will be much hotter than the last 100.

Click on the image above to read a "post card" from the Svalbard Global Seed Vault articulating the views of Nina Fedoroff, the science adviser to the secretary of state. (PDF)

In the icy gloom of Norway's Arctic archipelago, scientists gathered last week to celebrate the first anniversary of the Svalbard Global Seed Vault, an archive of the world's agricultural genetic diversity carved into the frigid earth. I got a "post card" over the weekend from one participant, Nina Fedoroff, the science and technology adviser to the secretary of state and head of the United States Agency for International Development.

Dr. Fedoroff is a longstanding proponent of probing and exploiting genes to make crops and livestock more productive and less vulnerable to pests and climate extremes. This puts her at odds with some environmentalists and European governments.

Her full dispatch, readable by clicking the image above, is focused on the importance of preserving and exploiting genetic diversity as a way to sustain food production in the face of both growing human populations and appetites (prosperity still tends to boost peoples' appetite for meat) and rising dangers from warming driven by accumulating greenhouse gases.

Retrieved from nytimes.com 3/3/09

A Look Ahead

- http://dotearth.blogs.nytimes.com/

Newspaper : Communicating Climate Change

Student Name: _____

CATEGORY	4	3	2	1
Layout - Headlines & Captions	Articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	Articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Articles - Purpose	Articles establish a clear purpose in the lead paragraph, demonstrate a clear understanding of the topic, grab the reader's attention and address the 5 W's.	Articles establish purpose in the lead paragraph, demonstrate an understanding of the topic, and address the 5 W's.	Articles establish purpose in the lead paragraph.	Articles do not establish a clear purpose in the lead paragraph and do not demonstrate a clear understanding of the topic.
Articles - Supporting Details	The details in the articles are clear, effective, accurate and vivid 90-100% of the time.	The details in the articles are clear and pertinent 80-90% of the time.	The details in the articles are clear and pertinent 70-80% of the time.	The details in the articles are neither clear nor pertinent.
Use of Primary Sources	Reading of primary source material was thorough, and includes links to the sources.	Reading of primary source material was fairly thorough, with links to the sources.	Reading of primary source material was incomplete, and/or missing links to the sources.	Reading of primary source material was not done.
Spelling and Proofreading	Articles contain no spelling grammatical errors.	No more than a couple of spelling or grammatical errors remain in the final copy.	No more than 3 spelling or grammatical errors remain in the final copy.	Several spelling or grammatical errors remain in the final copy of the article.
Articles - Interest	Article contains facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	Articles contains facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.

Article 10

Gale Widget Webinar (Database Widgets)

http://bhslib.pbwiki.com/FrontPage#

Artifact 11

Copyright…Made Easy

http://bhslib.wordpress.com/teacher-resources/