

BCTLA

FUEL FOR CHANGE:

COOPERATIVE PROGRAM PLANNING & TEACHING



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TABLE OF CONTENTS

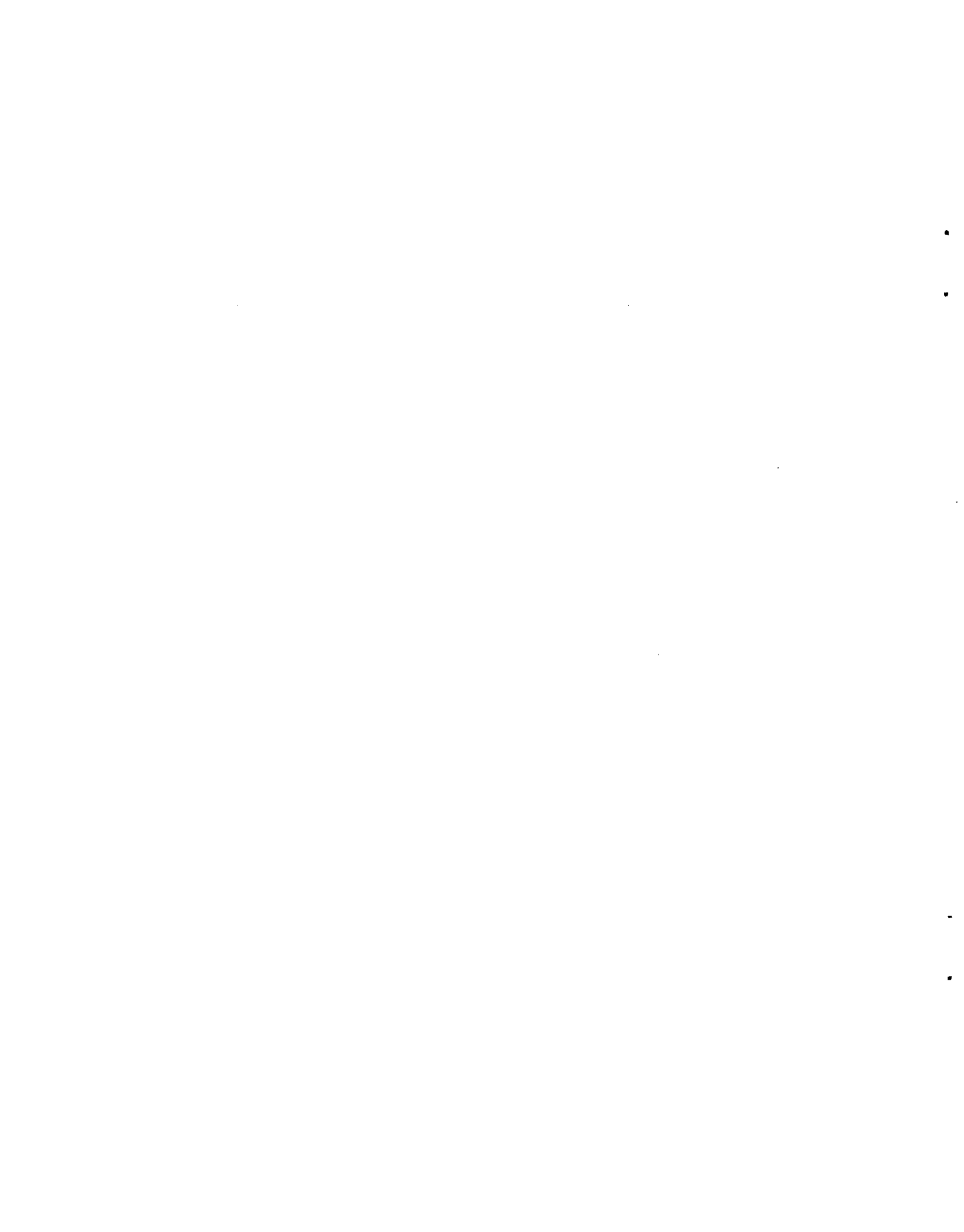
What's happening? Why change?	1
Designing a vehicle for success.	8
Research and study skills.	11
Communication.	16
How the administrator creates a team.	19
The role of teachers.	22
The role of the teacher-librarian.	24
Getting into gear.	27
All systems fine-tuned.	52

SAMPLE UNITS

Introduction.	54
Teddy bears & bears / Language Arts / Kindergarten and Grade 1.	55
Seeds and plants / Science / Grades 1 and 2.	58
Whales / Newfoundland / Language Arts / Grade 3.	67
Sound / Science / Grade 4.	71
An appreciation of literature through puppetry / Learning Enrichment / Grade 5.	89
Mediterranean / Social Studies / Grade 7.	100
Musical comedy / Music 8.	121
Renaissance biography / Science biography / Grade 8. ...	125
Video advertising / Consumer education 10.	131
Argumentative essay / English 10.	134
A visual introduction to the physical regions of Canada / Social Studies 10.	146
Short story / Creative writing / English 11.	152
Canadian historical personalities / Social Studies 11. ...	157
Essay assignment / Geography 12.	165

APPENDICES

A. <u>CSLA Report: The Qualifications for School Librarians</u>	175
B. Case studies for problem solving.	181



WHAT'S HAPPENING? . . . WHY CHANGE?

Our world is changing at an incredible rate. Terms like "future shock" or "information explosion" have become a part of our everyday language and life.

Between 6,000 and 7,000 scientific articles are written each day. Scientific and technical information now increases 13%, which means it doubles every 5.5 years. But the new rate will soon jump to perhaps 40% per year because of new, more powerful information systems and an increasing population of scientists. That means that data will double every twenty months. ¹

In the present world of accelerating change, global interaction, shifts in values and aspirations and cultural diversity, citizens are becoming more aware of their own potential and needs for self-actualization. ²

Information, it is said, is exploding all around us. The literature tells us that information is being generated at exponential rates. The estimated numbers of actual pages and documents produced is so large as to be almost meaningless -- 30 billion new documents are produced each year in the U.S. alone; 12 reading years (calculated on 13-hour days) would be required to cover but one-tenth of one percent of the available information on any given field of science or technology. . . . The focus must be not only on the finding of information but also on the appropriate selection and utilization of that information. ³

Learning never ends -- life is not simple. The number of things we modern people would have to know in order really to understand what goes on around us has increased more rapidly than the number of things we do know. ⁴

WHAT'S HAPPENING . . . IN EDUCATION?

It seems obvious that with the increased amount of information being produced students need to be taught how to select, process and utilize information. No longer is it adequate to teach students a body of facts which are soon obsolete and will never be sufficient to meet all their needs. Teaching styles have changed and must continue to change to prepare our younger generations to cope with the future. Curricula must be developed which focus on skills that aid the student in becoming more self-directing and more fully functioning.

Future living literacy means that schools focus on developing competencies so that students can become active citizens, make everyday decisions, and reach their personal potential. ⁵

This idea has been expressed repeatedly in the last decade by such futurists as Buckminster Fuller, Marshall McLuhan, Margaret Mead and Alvin Toffler; and has appeared as recently as 1982 in Naisbitt's Megatrends.

There is no denying that the age of technology is upon us and that it permeates nearly every phase of our lives . . . as a result of the new technology, the teacher has the opportunity to become less a giver of information and more a coordinator of information and even a co-learner with the student. ⁶

With these changes occurring in education it is imperative that the teacher-librarian embrace the role of coordinator of information and teacher of information and study skills.

If schools are to move from a classroom and teacher-dominated routine - already declared outmoded by the students - to a learner-oriented environment, the media program must emerge as a key component, an integral part of the learning process. ⁷

HOW TO GET ON BOARD?

If we think of schools as dynamic rather than static institutions we have come a long way towards meeting the challenge of educating future generations. When schools undertake a process to establish educational goals they direct that energy for change rather than being swept away by it. Clearly, society in the future will require students to have skills in locating and processing information rather than merely acquiring a finite set of facts, and school educational goals must reflect this need. It is desirable that policies relating to societal and educational goals be in place at the provincial, the district, and the individual school level. The larger the constituency, the more difficult it is to institute the procedures which will develop and ratify such policies. It may be necessary for educators to work at all levels simultaneously.

Each teacher-librarian is advised to prepare a policy statement which states the philosophy underlying the library resource centre program and services. Such a document could be a discussion point with school administrators and staff, and lead to a staff-developed policy of school resource centre function which is an integral part of the school's educational goals. This staff-developed philosophy should contain matters reflecting the needs of the

community, students and staff while at the same time recognizing the realities of time and resources.

The teacher-librarian is in an ideal position to help initiate change at the school level. One prerequisite for effecting change is to determine the scope and characteristics of the desired change. Teacher-librarians who wish to take on the role of change agent might compare the process to a journey by car. The destination, the vehicle, and the driver's capabilities must be established. Taking time to study the literature and map out personal goals is necessary. These will direct the journey; reflecting the driver's philosophy of education, the needs of the community and school, and the available time and resources. Failure to set goals will result in time wasting detours.

One goal of teacher-librarians must be to communicate their role as a teacher as well as a resource person. The name "teacher-librarian" reinforces the teaching role with students, staff and parents. Often a name change can be used to stimulate questions about roles in the educational system. Teacher-librarians should be ready to answer questions with philosophical and practical responses which reinforce their educational role.

School library media specialists are first and foremost educators. We chose a specialized field within education and are teachers Thus, we must know a good deal about learning styles, instructional design, and sound teaching strategies as well as management of people and resources. ⁸

It is necessary to have effectively functioning channels of communication in order to institute change. Communication among teacher-librarians, administrators, staff, parents and students is a continuing process. While communication can be initiated by any of these parties, commonly the change agent will be the teacher-librarian in partnership with the administrator(s). It is of paramount importance that teacher-librarians be able to "sell" themselves and their role to their colleagues and community.

Change must be an evolution not a revolution if it is to be satisfyingly successful. Instigating a creeping awareness of changes that are to come must be part of the change agent's strategy. Change must seem to be a natural progression and, if seen as such, will not be perceived as being threatening or fearful. ⁹

As acceptance of the teaching role of a teacher-librarian increases there will be more advocates but until that time the burden of articulating this role falls on the shoulders of the teacher-librarian. As outlined in the Ontario Ministry of Education document Partners in Action: The Library Resource Centre in the School Curriculum,

The teacher-librarian has a responsibility to interpret the role of the library resource centre in the teaching and learning activities of the school to the principal, teachers, supervisory officers, parents, trustees and students. . . . ¹⁰

Though this task may seem insurmountable, one aspect of the principal's role as outlined in this document suggests:

. . . The principal can: . . . communicate to teachers, parents, students, superintendants, and trustees the role of the teacher-librarian. . . . ¹¹

The importance of communication between the principal and the teacher-librarian cannot be overstated. In some studies researchers have shown how change occurs at the school level. Their findings support the idea that change can only occur with the help of the school administration.

In any school, the principal is the major agent of change, both by authority and position A librarian who wants to bring about changes in a teacher or student use of the I.M.C. must obtain agreement and commitment of the principal or otherwise fail . . . The principal must publicly acknowledge that the change is desirable and has administrative support. Under these circumstances, it is not necessary to obtain every teacher's approval to bring about its implementation. The change will remain in effect only as long as the principal is interested and continues support. ¹²

The most valuable advocate for the changed role of the teacher-librarian is the principal.

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DESIGNING A VEHICLE FOR SUCCESS

AT THE DISTRICT LEVEL:

To ensure that all students in a district have equal opportunity to benefit from library resource centre programs that are purposeful, planned, and directly related to the teaching and learning programs of that district, it is essential that a resource centre policy be developed at the district level. Teacher-librarians have a responsibility to meet with district staff and request support for the writing and implementation of such a policy.

With the support of trustees and senior officials, a committee of district administrators, teachers and teacher-librarians can then be formed to develop the policy.

The district library policy of School District # 81 (Fort Nelson) includes the following:

1. a qualitative statement defining libraries
2. the functions of a school library program
3. the functions of the district library service
4. the qualifications necessary for teacher-librarians
5. staffing guidelines
6. recommendations regarding collections
7. a description of facilities, furnishings and equipment
8. the criteria for selection of instructional materials
9. the procedures for the selection of materials
10. the procedures for dealing with 'challenged materials'
11. procedures for the repair of audio-visual equipment
12. a job description for the coordinator of district library services
13. duties of the district library clerk
14. the duties and responsibilities of school library clerks¹

Other school districts have included other concerns, such as flexible scheduling, in their district library policies. The BCTLA policy on flexible scheduling states that all school libraries should be scheduled

flexibly after planning between the classroom teacher and the teacher-librarian, and that classes should not be timetabled into the library to provide spare or preparation periods for the classroom teacher.²

At the 1985 BCTF Annual General Meeting the following resolution put forward by the Burnaby Teachers' Association was passed: "... that scheduling of classes in the school library be a matter of mutual consent between the teacher-librarian and classroom teacher on a needs basis."³

Bill Scott, former BCSLA president, elaborating on the concept of flexible scheduling in the May 1981 issue of The Bookmark, recalled the saying 'the library is a service station, not a parking lot.' Library resource centre time should be scheduled as the classroom teacher and the teacher-librarian see fit rather than as determined by an administrator who assigns classes to the library resource centre solely for the purpose of providing preparation time for the classroom teacher.⁴

A STATEMENT ON FLEXIBLE SCHEDULING IN A DISTRICT POLICY WOULD ENSURE A FIRST CLASS VEHICLE FOR TRAVELLING TOWARDS A SUCCESSFUL LIBRARY RESOURCE CENTRE PROGRAM. SAMPLE COPIES OF A VARIETY OF DISTRICT LIBRARY POLICIES CAN BE ACQUIRED BY CONTACTING THE BCTLA VICE-PRESIDENT.

AT THE SCHOOL LEVEL:

A school-based library resource centre policy will provide guidelines for services and use of the centre and for selection and evaluation of media. It will be more specific than the district policy and relate directly to the philosophy and goals of the particular school. It should include philosophical statements on:

1. the purpose of the library resource centre

2. cooperative planning and scheduling units of work
3. a sequential program of research and study skills instruction
4. the selection of materials

It could also include specifics such as:

1. budgeting and ordering procedures
2. inventory and weeding procedures
3. circulation policies and procedures
4. student volunteers duties and requirements
5. parent volunteers duties and requirements
6. a job description for paid support staff

The specifics could be incorporated into a procedures manual to accompany more general policy statements.

When the policy is completed it should be ratified by the entire staff so that commitment is ensured. A written policy statement is also an effective vehicle for apprising new staff members of existing library policy.

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RESEARCH AND STUDY SKILLS

Expanding content coupled with rapidly changing facts and concepts in the subject areas make it necessary for educators to abandon the quest for coverage, as it is no longer possible to teach all aspects of a subject. Skill development represents the best investment of time in preparing students for continued learning in a complex, changing, challenging world.

Since a major purpose of education is to teach students how to learn independently, any system of education must acquaint students with sources of information and teach students the skills they need to use the sources efficiently. When students have acquired such skills, they possess a core of competence that enables them to explore for themselves any subject. Instruction in the use of various sources is relevant to all academic areas. ¹

The core curriculum emphasizes the importance of these skills:

The development of research and study skills is essential in all fields of learning and it is the responsibility of all teachers to encourage this development whenever appropriate. ²

As a direct result of changes in education, a stronger relationship is developing between the classroom and the library resource centre. Cooper, when discussing the Canadian scene, says:

They (students) are encouraged to seek information on their own, teachers are no longer spoon-feeding facts, but teaching students to discover knowledge independently within the framework of the curriculum. Given this approach to learning, the school library is, in essence, the support system of the curriculum and current educational philosophy. ³

Students develop skills most effectively when there is systematic instruction and continuing application of the skills. The following principles of learning and teaching have been identified by the National (U.S.) Council for the Social Studies as the basis of the developmental skills program.

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.
2. The learner must understand the meaning and purpose of the skill, and have motivation for developing it.
3. The learner should be carefully supervised in his first attempts to apply the skill, so that he will form correct habits from the beginning.
4. The learner needs repeated opportunities to practice the skill, with immediate evaluation so that he knows where he has succeeded or failed in his performance.
5. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.
6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through the school, with each level of instruction building on and reinforcing what has been taught previously.
7. Students should be helped, at each stage, to generalize the skills, by applying them in many and varied situations; in this way, maximum transfer of learning can be achieved.
8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently. ⁴

Ken Haycock stresses the importance of developing these skills on a continuum at the school level.

There must be a school-based, staff-developed skills continuum for research and study skill development. At the elementary level this is relatively easy to develop, and at the secondary level it is relatively easy to develop with different subject departments. The process of involving teachers in articulating specific information skills at different grade levels provides part of the framework or reference points for effective cooperative planning. For example, in planning a unit at the grade 3 level in science or at the grade 10 level in social studies, it is much easier to refer with the teacher to the school's continuum of skills to determine which skills should be introduced or reinforced during that unit so that there is a systematic and developmental approach to research and study skills.⁵

One goal of teaching research skills is to help students become independent learners. There is little educational value in teaching these skills in isolation. Research skills should be taught as an integral part of the teaching and learning activities designed for the students. These skills can be most effectively developed through cooperative planning and teaching by the teacher and the teacher-librarian. Joint planning sessions involve the formulation of performance objectives for the unit of study which incorporate both classroom instructional objectives and research and media skills objectives. Performance objectives which specify observable student behaviour, conditions of performance, and performance criteria facilitate the integration of content and process objectives into a single unit of instruction.

Through such team teaching, students develop, extend and master research and study skills in different subject contexts and at varying levels of difficulty. The importance of integrating learning is clearly emphasized in the B.C. Ministry of Education statement which says: "It is only through staff planning that the integration of core learnings will be achieved."⁶

To facilitate the implementation of a skills program, a school district K-12 research scope and sequence program that mandates the integration of such skills with all aspects of the curriculum should be in place. Then through individual school staff involvement, the district scope and sequence should be modified to meet the needs of the school. It is important that the school staff be involved in the writing of the skills continuum for this involvement brings about staff ownership and commitment.

The following sources are available to provide guidelines for the writing of a research skills scope and sequence:

Ruth Ann Davies. "Think-Learning-Communication Skills Continuum, K-12," The School Library Media Program: Instructional Force for Excellence. 3rd ed., New York: R. R. Bowker, 1979, pp. 478-534.

Ontario, Ministry of Education. "Sequential Skills Chart for Teachers and Teacher-Librarians, Kindergarten to Grade 13," Partners In Action: The Library Resource Centre in the School Curriculum. Toronto: Ministry of Education, Ontario, 1982, pp. 30-32.

Research Skills: A Scope and Sequence Chart of Library and Information Skills. Calgary: Calgary Board of Education, 1976.

In addition, a committee that has been established to develop a research skills scope and sequence continuum at the district or school level may wish to look at the skills lists in various provincial curriculum guides, lists produced in other schools, lists developed by other districts, and lists produced commercially. The current BCTLA Vice-President maintains a policy file of research and study skills continuums that have been formally adopted by Boards of School Trustees.

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COMMUNICATION . . .

As a prerequisite to establishing a climate of communication, the teacher-librarian must be able to define and articulate the contribution that the library resource centre can make to the development of life-long learners and self-confident, resourceful citizens.

It is the teacher-librarian's responsibility to create an awareness of the library resource centre in the teaching and learning activities of the school. When a climate for communication has been established, the administrator, teachers and teacher-librarian are able to examine how they, as partners, can create resource-based programs which promote learning through active inquiry and the mastery of research and information skills.

Strategies for facilitating communication must be carefully examined since effective and open communication is essential to the development of successful library resource centre programs.

COMMUNICATION WITH THE ADMINISTRATOR:

- **Meet on a regular basis to discuss library resource centre programs as they relate to the role of the teacher-librarian and cooperative program planning. Set priorities which specifically address goals for this month, this term and this year. Gain support for both short and long term objectives, noting where assistance is needed. Do teachers require release time for planning? Are additional book and non-book materials required for a unit that is to be cooperatively planned and team taught? Be sure to specify the results that will directly benefit the instructional program of the school.**
- **Recommend ways in which the library resource centre can more effectively meet the needs of the school's curriculum.**
- **Invite the administrator to visit the library resource centre to observe specific learning activities and special programs.**

- * **Submit** reports describing the many ways in which the library resource centre is being used and is meeting its objectives.
- * **Encourage** attendance at in-service programs and workshops related to the improvement of library resource centre programs, since current research indicates that the administrator's presence improves the impact of such programs on other teaching staff.
- * **Promote** the sharing of staff previews to facilitate better cooperative planning with teachers, especially those who make less effective use of the teacher-librarian and the library resource centre.
- * **Volunteer** to make presentations at staff meetings, to prepare items for parent newsletters and to participate in the school's open house or parent nights.

COMMUNICATION WITH TEACHERS:

- * **Involve** teachers in planning the library resource centre's programs and be prepared to modify the program by incorporating valid suggestions into future operations.
- * **Participate** in grade, team and department planning meetings.
- * **Suggest** teaching and learning strategies, such as individualized reading programs, learning centres, and use of standardized formats for notetaking, outlining and bibliographies.
- * **Help** teachers feel comfortable with sharing, experimenting and team teaching.
- * **Inform** teachers regularly about new learning resources through discussions, newsletters, displays and bibliographies.
- * **Invite** teachers to visit the library resource centre to observe particular learning activities or special programs.
- * **Visit** classrooms to observe activities and make presentations.

- **Demonstrate expertise in research strategies and reference work.**
- **Present workshops and in-service sessions.**
- **Be visible and get involved.**
- **Conduct yearly orientation sessions for new staff members, demonstrating the services and equipment that are available.**
- **Involve teachers in the selection and evaluation of materials.**

The school administrator, the classroom or subject teacher, and the teacher-librarian all have specific roles to play in a successful resource-centre program. These roles are best performed in partnership. Each of the partners has particular skills, knowledge and responsibilities in the educational process. Each has a commitment to provide successful and meaningful learning experiences for students. As a team they will most effectively ensure that there is excellence in the process and the outcomes.



"Let's talk!"

HOW THE ADMINISTRATOR CREATES A TEAM¹

"The principal is the key person in the development of working partnerships among the school's staff."²

"Research on the principal is quite clear: the principal is the single most important factor in the development of a strong library program."³

STAFFING:

- 1. Consider personality as well as professional qualifications when interviewing applicants for positions as teacher-librarians.**
- 2. Ensure the hiring of teachers who communicate well and cooperate.**
- 3. Discuss with prospective staff the ways in which they would involve the teacher-librarian in units of study.**
- 4. Encourage adequate school board provisions for clerical aid.**
- 5. Provide adequate paid aides from the school allotment.**
- 6. Encourage parent volunteers in the school and recognize their contribution by some token or event.**
- 7. Support the use of student volunteers.**

ATTITUDE:

- 1. Understand the teacher-librarian's role and communicate your expectations related to this role to teachers, parents, students, superintendent(s) and trustees.**
- 2. Allow adequate provision of resources to support programs.**
- 3. Promote library use and centralization of resources within the school.**
- 4. Establish lines of communication and promote a working relationship between teachers and the teacher-librarian.**
- 5. Consider the teacher-librarian as a department head and curriculum leader who contributes to planning and policy making and acts as a learning resources representative for department committees.**
- 6. Encourage discussion of new ideas and risk taking.**
- 7. Foster a non-threatening environment for teachers.**
- 8. Express both verbally and in written form appreciation of accomplishments in the resource centre (by teachers, students, and**

aides).

9. Show an interest in student activities in the library resource centre.
10. Reinforce appropriate student behaviour in the L.R.C.
11. Endorse implementation and maintenance of the integrated school-based skills continuum.

IN-SERVICE:

1. Initiate and arrange professional development for teachers and teacher-librarians which are related to library resource centre goals.
2. Encourage teachers to utilize a variety of teaching strategies.
3. Attend orientation and in-service programs presented by the teacher-librarian.

IMPLEMENTATION:

1. Initiate and/or encourage the development of a resource centre policy.
2. Facilitate staff involvement with the teacher-librarian in curriculum planning and implementation.
3. Provide leadership in the development of a learning skills continuum.
4. Encourage optimum use of resources by all students.
5. Expect well defined objectives.
6. Ensure that the teacher-librarian has access to Ministry of Education curriculum guidelines, board curricula, and course outlines developed by staff.

TIME:

1. Maintain flexible scheduling to allow teachers and the teacher-librarian to cooperatively plan student use of the centre.
2. Free the teacher-librarian from outside duty and supervision of extra-curricular activities to provide time for the planning and development of a resource centre program.
3. Schedule regular times for discussion with the teacher-librarian to deal with ongoing program concerns and goals.
4. Include time for the teacher-librarian on staff meeting agendas.
5. Request a yearly report. Send this report to district staff.

EVOLUTION:

1. Evaluate the library resource centre program's effectiveness in meeting curricular and student needs.
2. Ensure the program is in accord with major educational research, changing methods, and new curricula.
3. Assess whether yearly objectives have been met.
4. Assist the teacher-librarian to set realistic goals and objectives for the following year.

EXTENDING INFLUENCE BEYOND THE SCHOOL:

1. Work towards the development and adoption of district policy.
2. Influence district wide policy with reference to adequate support staff and professional staff.
3. Involve your school board's coordinator(s) and/or consultant(s) in planning programs using resources beyond those of the school.
4. Seek financial and staffing support from superintendent(s) and trustees.
5. Interpret school resource centre policies to superintendent(s), teachers, parents, students and the community.
6. Encourage community access and involvement in the library resource centre.
7. Facilitate sharing and use of other library and information services.
8. Publicize library programs in newsletters to parents, in staff bulletins, and on P.A. announcements.
9. Stress your positive attitudes toward the library resource centre.

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THE ROLE OF TEACHERS

Teachers provide the vital link in establishing effective, integrated learning experiences for their students by working together with the teacher-librarian. With tremendous changes in our society and the amount of knowledge students must cope with in their lives, teachers are using a wide variety of teaching strategies: from traditional methods through to inquiry, individualization and independent or small group activities.

Teachers bring valuable information to planning meetings with teacher-librarians. The teachers work daily with their students and know their learning styles, educational needs and abilities. They also have an overall view of how research and study skills identified in their school's scope and sequence continuum fit in with the goals and objectives of the grade/subject curriculum and with their classroom program.

Teachers and teacher-librarians can work together to provide their students with appropriate learning experiences by:

- * **Planning projects or units that are the outgrowth of goals and objectives.**
- * **Utilizing a variety of teaching strategies.**
 - Are students able to present information in various ways? (advertisements, brochures, audio-visual formats, charts, interviews, trivial pursuit games, computer programs, as well as formal reports)
 - Do students use various sources of information before drawing conclusions, making inferences, etc.?
- * **Providing for enrichment and remediation.**
 - Are strategies designed for meeting student needs, interests, goals, abilities, progress rate, concerns or potential?
 - Are tasks assigned that can be completed successfully?

- * **Establishing a timetable with sufficient flexibility so that individuals, small groups or larger ones can use the library resource centre to work on cooperatively planned units.**
- * **Planning assignments for which there are appropriate materials available.**
- * **Evaluating jointly students' participation and achievement in relation to goals and objectives.**
- * **Evaluating jointly the effectiveness of the unit.**

By working in partnership, teachers also contribute valuable information regarding the selection of new media, both print and non-print. Teacher-librarians are more able to build and maintain a collection that meets the school's educational objectives when there is input from teachers.

REFERENCES:

Ruth Ann Davies. The School Library Media Program: Instructional Force for Excellence. New York: R. R. Bowker, 1979, pp. 89-91. This book includes an outline of procedures the teacher and teacher-librarian could follow in integrating classroom learning with library media material, and in combining the expertise of both teachers in cooperative program planning.

Partners In Action: The Library Resource Centre in the School Curriculum. Toronto: Ministry of Education, Ontario, 1982, pp. 22-25.

The responsibilities that classroom teachers in Ontario have in the areas of curriculum development, instruction, learning experiences, resource materials, evaluation, program management and professional development are described. Eleven supporting statements for practicing cooperative program planning are also given.

THE ROLE OF THE TEACHER-LIBRARIAN

There has been a change in the role of the teacher-librarian over the past decade. This new role was defined in the 1979 Canadian School Library Association's statement on The Qualifications for School Librarians. This document details nine areas of teacher-librarian competency. The complete document is given in Appendix A.

While expertise in all nine areas is necessary to succeed as a teacher-librarian, competencies eight and nine are particularly relevant to the development of a library resource centre program based on cooperative planning and teaching.

8. Competency: Cooperative Program Planning and Teaching.

Cooperative program planning and teaching include the ability to participate as a teaching partner in the accomplishment of identified learning objectives through a knowledge of recommended resources and appropriate teaching/learning strategies.

Indicators of Competence:

The learning resource teacher is able to:

1. Develop cooperatively with teachers a sequential list of media, research and study skills for cross-grade and cross-subject implementation.
2. Plan and develop units of work with teachers from the setting of objectives to evaluation.
3. Integrate media, research and study skills with classroom instruction for independent and continued learning.
4. Pre-plan with teachers and teach skills integrated with classroom instruction to large and small groups and individuals.
5. Integrate the planned use of learning resources with the educational program.
6. Provide leadership to develop programs which integrate the promotion of reading with the total school program and with individual teacher programs.

7. **Initiate specific teaching units to encourage the acquisition of skills and the effective use of learning resources.**
8. **Provide curriculum related book and nonbook media talks and celebrations.**
9. **Compile bibliographies, resource lists and book and nonbook media lists as needed.**

9. Competency: Professionalism and Leadership

Professionalism and leadership include the ability to develop and promote the use of the human and material resources of the school resource centre and its facilities through cooperative professional activities.

Indicators of Competence:

The learning resource teacher is able to:

1. **Develop a strong team approach with other teachers.**
2. **Lead in-service education programs on the effective use of the resource centre; criteria for selection of materials; designing resource-based units of study; using audio-visual equipment; promoting voluntary reading; media, research and study skill development; cooperative teaching; community resources.**
3. **Share techniques and strategies for using learning resources.**
4. **Involve students and staff in establishing learning resources policy and service guidelines.**
5. **Plan strategies for developing, presenting and securing support for learning resources services.**
6. **Serve on local and district curriculum committees.**
7. **Keep abreast of current developments in school librarianship, library and information science, media services and related fields.**
8. **Participate in the school's educational program by serving on advisory groups and committees and working with the student extra-curricular program.**
9. **Take advantage of opportunities for continuing education and professional development.**
10. **Apply specific research findings and the principles of research to the development and improvement of**

resource centre services.

11. Maintain membership and participate in professional education and library associations at the local, provincial and national levels.¹

With these competencies, the teacher-librarian is able to be active in curriculum implementation and consequently more involved in quality education for all students. The area of competence most important is that of program planning and cooperative teaching.

The single most important role of the teacher-librarian is cooperative program planning and teaching with classroom teachers. This major shift for the teacher-librarian from determining what the student is to do, to cooperatively determining what the student is to learn, has resulted in the teacher becoming the primary focus. Cooperative planning and team teaching not only provide better opportunities for purposeful use of library resources and the integration of media research and study skills with classroom instruction, but also provide better opportunities for classroom teachers and administrators to learn first hand the role of the teacher-librarian as a teaching partner, something quite different from a teaching adjunct.²

REFERENCES:

¹ Ken Haycock, convenor. "The Qualifications For School Librarians." Moccasin Telegraph, vol. 22 (Fall 1979), pp. 12-15.

² Ken Haycock. "Editorial: Hard Times. . . . Hard Choices." Emergency Librarian, vol. 9, no. 5 (May-June 1982), p. 5.

GETTING INTO GEAR!

Once long range goals and objectives have been established it is time to set the cooperative planning vehicle in motion. A realistic approach is the most likely to be successful. The planning task is made easier for all concerned if the teacher-librarian: 1) establishes reasonable expectations for the amount of work that can be accomplished in the time available for developing the unit, 2) emphasizes the experimental nature of a first unit, 3) understands the necessity for revision based upon the experiment, and 4) is willing to take on the necessary extra role of coordination of team efforts.

If teachers view the planning process as useful in their initial experience, then they will be more likely to use it in the future. If the first units planned are also successful, then the process will be even more valued by the teachers. Total success is not essential as long as there is a consensus that the unit will be revised and improved based upon the trial run. Students may even be advised that they are "guinea pigs" and asked to improve the unit via their evaluation and suggestions.

In working on a planning team, several agreed upon premises need to be kept in mind by all participants:

- * All partners want the best for their students and their reason for participating in cooperative planning is based upon this motivation.
- * Cooperation is better than competition; therefore the combined work of two or more people is desirable.
- * Everyone has an equal right to have their opinions and ideas considered.
- * Professionalism is the key if the necessary trust between planning partners is to develop.
- * Work should be shared as evenly as possible, with the recognition that on occasions when this is not possible there should not be any negative feelings arising from this fact.
- * The product of joint planning is jointly credited, but parties have the right to use the product with others in the future, to share it with others, and to modify it for future use.
- * Small problems which arise should be discussed and settled within the context of the above premises before they become large problems.

Approaching the planning process via this positive framework is a much more productive method of operation than assuming that the process will fail because of weaknesses in or lack of motivation of the other teaching personnel who are involved.

WAYS TO INVOLVE RELUCTANT TEACHERS

by Joan Harper, S.D. #39 (Vancouver)

NOTE: Teacher-Librarian should make initial contact.

1. Make Resources Readily Available:

- * All teachers should have easy access to instructional materials.
- * New teachers should be invited to visit the centre in September.
- * Teachers should be advised of new materials (books, magazines, filmstrips) at staff meetings or by other means. For example, routing : Include suggestions of how they could be used.
- * Rush requests should be respected.
- * Awareness of instructional materials and equipment should be created through staff room displays, posters, etc.

2. Make Services Readily Available:

- * Select materials which meet the instructional needs of teachers. Involve them in the process. Ascertain their specific needs.
- * Prepare resource lists. Arrange for a constant flow of materials to and from the classroom. Help teachers to use them.
- * Offer materials and a quiet corner of the resource centre for teacher preparation.
- * Organize resources for units you know teachers are planning.

3. Plan Approaches:

- Oblique **** Try a theme approach. Have teachers send

topics they are planning to the resource centre in science and social studies so resources won't overlap. Copies of previews can be an alternative. This gives you a golden opportunity to approach teachers on helping their students:

develop research and study skills,
develop a logical pattern of inquiry and research,
develop critical listening, reading, viewing skills,
develop language skills,
find a good book to read, and
enjoy a comfortable & inviting learning atmosphere
by cooperatively planning the unit together.

- * Start by pinpointing a teacher's strengths or sphere of interest.

For example, "I know that you do a super job teaching Rocks & Minerals every year and now that the school has developed a Scope & Sequence of research skills I was wondering if we could sit down and plan how some could best be integrated into it."

Or, "I know you have been very active on the racism committee this year and I have some ideas for doing festivals around the world as a research unit. Do you think we could set a time to sit down and plan a unit on this soon?"

Direct ** Don't overlook the obvious. Teachers when polled overwhelmingly say they have never been asked to plan a unit with their T-L. Say things like:

"Would you like a book talk to introduce a unit?"

"Would you like a lesson on using resource materials?"

"Would you like a teaching partner to teach part of your unit on ??????"

4. Plan, Plan, Plan:

- * Establish your credibility as a teacher. Take risks in this regard -- perhaps go into the classroom or invite a whole class to the resource centre and teach an excellent lesson.
- * Once you have established your credibility teachers will look to you for leadership.
- * Suggest to teachers alternate methods of teaching a unit.

5. Involve a Third Party:

- * Usually this is the administrator but it can be another on staff who is sold on cooperative planning and team teaching. Another person touting your services is often just the boost you need.
- * Don't overlook school-wide projects in this regard. For example, some years ago nutrition was a district wide priority in Vancouver and every class in the school cooperatively planned a unit with myself and the principal to meet the district requirements.

6. Be Visible:

- * Advertise! The contribution of the media centre to the instructional program should be kept constantly before the staff.
- * Remember the visible you! Talk about incidents across the table at lunch and recess. It is important that you socialize with the staff. Make alternate arrangements to keep the library open at lunch. Close the library at recess.

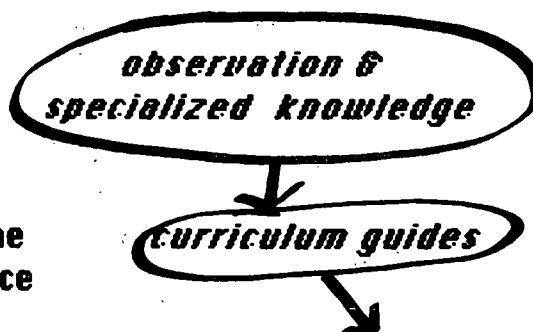
In Closing:

- * Be skillful and diplomatic in requests for the return of overdue materials.
- * Gain an understanding of teachers' roles in curriculum planning and learn to help, to understand and to guide their students.
- * And finally, finally! Remember that teachers are overworked too.

PLANNING A CROSS-GRADE INSTRUCTIONAL UNIT -

by Liz Austrom, reprinted with permission from Media Messages, the newsletter of the Vancouver Teacher-Librarians' Association.

1. Determine a need-----student
-----teacher
2. Locate a specific subject area and topic which is suited to meeting the need and where the library resource centre has adequate materials.



3. Approach a teacher who teaches the appropriate grade level in the subject. It should be a teacher with whom you have established rapport and a degree of professional respect. Sell your idea to this teacher. Get more ideas!

BRAINSTORM

4. Approach the department head and discuss the idea. Invite his or her reaction. Ask to be placed on the agenda of the next department meeting or, better yet, at a special meeting of department members who teach at that level. Have the department head attend and introduce the purpose of the meeting.

Official Seal of Approval

5. Present the idea to the teachers for consideration. Be positive but not overly enthusiastic. If you have done # 3 thoroughly, that teacher will carry the ball for you.

sales pitch is soft sell

6. Have teachers designate one of them to act as team planning partner with the teacher-librarian. Have the group establish advance criteria that the planning team must follow. eg. # of periods teachers are willing to commit to the unit, items that must be either included or excluded.

Establish general Expectations

7. Utilize a planning guide with your team planning partner to ensure that all facets of design are included; for example, skills, objectives, teacher and teacher-librarian responsibilities, etc.

Preliminary Unit Plan

8. Have a second meeting of the teachers who will be involved in the implementation of the unit. (Invite the department head, have coffee, etc. and schedule it for noon hour, if possible.) Have your planning partner present the preliminary unit and revise it according to other teachers' suggestions. Agree on preparation, teaching and

Flexibility but Structure

COMMITMENT

evaluation responsibilities
of team members.

9. Before individual classes begin work on the unit, have a brief discussion with each individual teacher. It cannot be assumed that all subject teachers participating in a group planning session will come away with the same expectations. Expectations must be reviewed separately and small adjustments may have to be made. A good time to clarify is when the teacher books into the library resource centre.

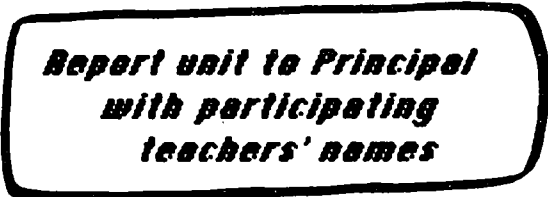


*Definition of
expectations is
CRUCIAL*

10. As students work on the unit, the team evaluates the process while assisting students. When all the classes have completed the unit and student product evaluation is completed, schedule a final meeting to evaluate the unit. Make note of all changes to be made on the unit for the subsequent year.



*EVALUATION
&
REVISION*



*Report unit to Principal
with participating
teachers' names*

NOTE: Although the unit planned will cover an entire grade, it does not mean that the teacher-librarian must deal with ten classes all doing the same topic at the same time. The teacher-librarian controls the library resource centre bookings and can plan so that the workload is manageable and the resources sufficient. What this type of unit planning does ensure is that all students at a particular grade level will have had at least one working experience with specific information, location, and analysis skills. These skills can then be built on in subsequent grades, either through reinforcement or extension activities.

USING THE PLANNING GUIDE AS A BLUEPRINT

The use of a planning guide can make the cooperative planning process much easier for both classroom teacher(s) and teacher-librarian(s). First, it focuses attention on all those components of a unit which must be considered if the unit is to be successful. Next, it provides a record of the consensus reached during the planning sessions so that both or all of the participants have the same understanding of what has been planned and what is expected of students. Then, it becomes vital in the evaluative process as one compares what was intended with what was achieved and attempts to make revisions which will correct problems. Finally, it records the key elements of the unit so that they may be shared with other teachers or used again the following year, thus saving valuable planning time.

The planning guide is generally brief, with one to two page forms being the most common, although up to four pages are sometimes used. It is not intended to replace the detailed lesson plan. Usually the planning guide is retained in a file folder or file box with any needed lesson plans, duplicating masters for student materials, marking codes, bibliographies of materials used in the unit, instructional transparencies, or other small associated materials such as job cards. It is best if both planning partners have copies of the completed planning guide.

One method of ensuring that access to planning records is not overly complicated is to file by the simple system of designating first by grade (elementary libraries), or by subject & grade (secondary libraries), then by topic, and finally by skill. For example: "Grade 1 - communities -alphabetization to the second letter"; or "Science 9 - space exploration - periodical indices / notetaking". Storage systems for planning guides and related materials, as for any other materials in the library resource centre, should seek to house similar materials side-by-side. In this case, units appropriate to a specific grade or course are the first priority since it will be a teacher of a specific grade or course who is interested in the unit. The next priority is the topic because the teacher hopefully will have a topic in mind before consulting with the teacher-librarian. The last priority is the skill, since frequently the topic and its associated materials dictate the necessary skill. It is a good idea, particularly in a large school, to file so that you and the classroom teachers are quickly reminded of other approaches that other teachers may be taking for

similar topics. If, in addition, the teacher-librarian makes it clear that units will be shared with others who are interested, the resulting cross-fertilization will produce very positive results for better units. The secondary school timetable with its revolving periods necessitates the teacher-librarian taking some responsibility for ensuring that agreed upon skills are incorporated at identified grade levels. Compiling an overall one page unit plan, plus this filing system for planning guides, can provide the necessary focus.

A second method of organizing the access to planning records is to establish separate files for each teacher in the school. Any unit planned during the current school year is kept in this file so that both teacher and teacher-librarian are reminded of strategies and skills that have been incorporated in units with that specific class in that school year. At the end of the year the teacher-librarian places the units into topic files which correspond to curricula at specific grade levels. These files then become a source of ideas for other teachers who may be teaching similar topics in succeeding years. This method is most appropriate in a smaller school or an elementary school where there are only a few teachers teaching each grade. One strength of this system is that the responsibility for ensuring that all students have the opportunity to learn and practice the skills identified by the school's scope and sequence is very clearly shared by the teacher and teacher-librarian.

The typical planning guide has places to record the following elements: grade, content of unit, ability level and number of students, prior skills taught, general goal(s), specific learning objectives, minimum expectations for student achievement, necessary numbers and range of resources, time allocation and scheduling, activities, responsibilities for preparing and teaching components of the unit, and evaluation. All of these elements should be discussed in detail and the joint decision recorded on the guide. Other planning guides include such additional things as appointments for planning sessions, divided sections for activities for whole class, small group, and/or individuals, and effectiveness of materials. Sometimes there are separate sections for comments on the evaluation of students' success and the overall success of the unit. In other instances there may simply be a space for "Evaluation" and the target is not specified.

The type of planning guide selected by the teacher-librarian may depend on the personal preference of the individual and also upon the type of unit in question. Some teacher-librarians prefer the

simple checklist to ensure that they have not forgotten an element while planning. Others want a one page summary of the whole unit with a little more detail than a checklist permits. Others prefer quite a lot of detail. There are forms with blank spaces, blank boxes, or a combination of both; forms with a lot of space or a very little space. If lesson plans are written, then perhaps the checklist or one page summary is a practical choice, since the unit is already recorded in some detail and perhaps only an overview sheet is needed. It is wise to start by using a more detailed, capacious planning guide format.

The unit in question may be a one period, single skill, limited content unit. If this is the case, then brevity is desirable; particularly so if the classroom teacher involved will be using the guide another year, or possibly in another school. If the guide is too onerous to fill in for the content covered, the teacher may be turned off by the planning process. On the other hand, if the unit is complex and involves many periods when different activities all contribute to the overall learning process, then it is necessary to use a longer, less restrictive planning guide. According to need, then, a teacher-librarian may decide to use a variety of planning guides instead of relying on one format alone.

The planning guides on the following pages are samples of the one page, two page and multi-page formats.

NOTE: The planning process is a process of accretion. One success leads to another. If programs are evaluated, revised, improved and maintained from year to year, and new units are added by teachers who have experienced a positive cooperative planning process with the teacher-librarian, then gradually an entire library-based research and study skills program and curriculum can be developed. It will not happen in one or two years in most instances, but it can begin in one year.

MYTHICAL ELEMENTARY SCHOOL

TEACHER'S NAME: _____ GRADE: _____

UNIT/TOPIC/PROJECT

OUTLINE - Sequencing of Content to be taught

SKILLS TO BE EMPHASIZED

ACTIVITIES a) Class

b) Small group

c) Individual

LOCATION OF MATERIALS

DISCUSSION OF PROCEDURES FOR EVALUATION

a) Growth made by students in planned skills

Evaluation of Process

Evaluation of Final Product

b) Effectiveness & Use of Material

ERIC HAMBER LIBRARY RESOURCE CENTRE

(by Liz Austrom, Vancouver)

TEACHER(S): _____

SUBJECT AND GRADE: _____

TOPIC AREA COVERED: _____

MAJOR OBJECTIVES OF THE UNIT: _____

SKILLS INCORPORATED IN THE UNIT:

(1) specialized subject skills: _____

(2) research and study skills: _____

RESPONSIBILITIES OF TEAM MEMBERS:

(1) Teaching Responsibilities of Subject-Teacher: _____

(2) Teaching Responsibilities of Teacher-Librarian: _____

(3) Other Responsibilities of Subject-Teacher: _____

RESPONSIBILITIES OF TEAM MEMBERS: (continued)

(4) Other Responsibilities of Teacher-Librarian: _____

TIME ALLOTTED:

(1) Pre-library preparation: _____

(2) Library periods: _____

(3) Activities in post-library periods: _____

MATERIALS TO BE ATTACHED TO THIS PLAN:

(1) Unit plan yes _____

(2) Detailed lesson plan(s) yes _____

(3) Assignment sheet(s) yes _____

(4) Bibliography of resources. yes _____

(5) Student Worksheet(s) yes _____

(6) Resource List yes _____

(7) Evaluation form yes _____

(8) Other: _____ yes _____

SPECIAL CONSIDERATIONS: _____

TO BE REVISED FOR NEXT TIME: _____

TEACHER-LIBRARIAN COMPLETING THIS FORM: _____

LORD KITCHENER ELEMENTARY SCHOOL

(by Patricia Shields, Vancouver)

UNIT: _____ **SUBJECT:** _____ **GRADE:** _____

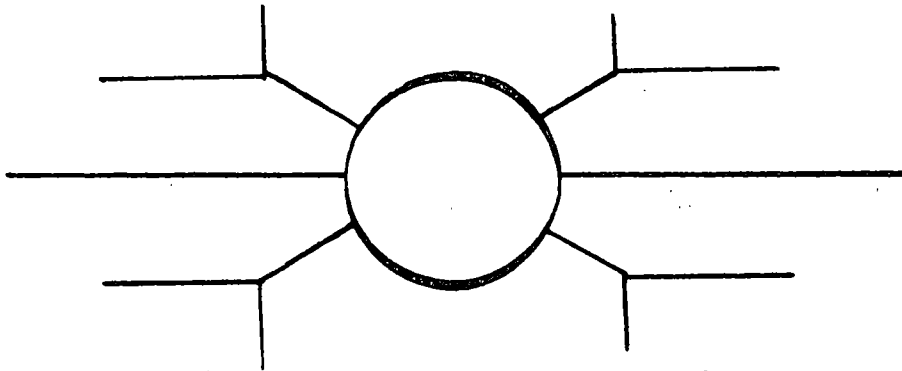
TEACHER(S): _____

A. CHECKLIST / POINTS FOR DISCUSSION:

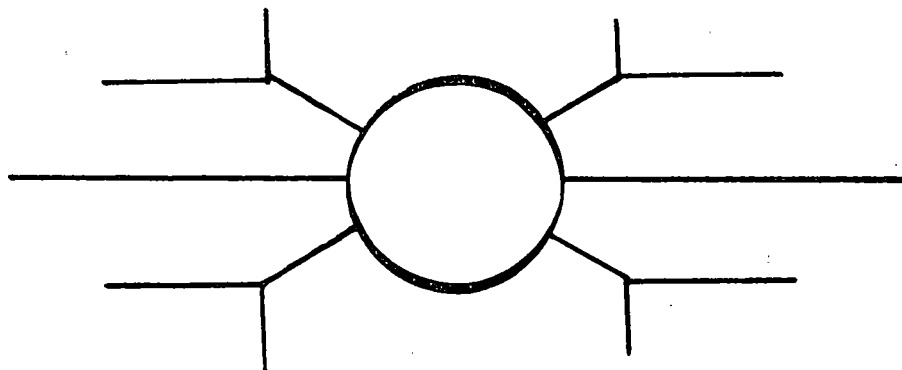
1. Students' ability levels: ___ Comments: _____
2. Review previous skills & activities: _____
3. Refer to research & study skills continuum: _____
4. Preview resources for suitability & applicability: _____

B. GENERAL GOAL:

C. BRAINSTORM TO DEVELOP A WEB OF CONTENT OBJECTIVES:



D. BRAINSTORM TO DEVELOP A WEB OF SKILL OBJECTIVES:



E. SEQUENCING OF CONTENT: _____

E. TEACHING STRATEGIES AND ACTIVITIES / CHECKLIST:

1. **Introductory Lesson: When, Where, What, Who** _____

2. **Centres: What, Who** _____

3. **Whole Class Instruction: When, Where, What, Who** _____

4. **Individual Instruction: When, Where, What, Who** _____

5. **Concluding Lesson: When, Where, What, Who** _____

G. LOCATION OF RESOURCES:

1. **Library Resource Centre:** _____
2. **Library Resource Centre on Reserve:** _____
3. **Classroom:** _____
4. **Other:** _____

H. DISCUSSION OF PROCEDURES FOR EVALUATION: STUDENT EVALUATION

1. **Pre-instructional evaluation (eg. pre-tests in the form of checklists, rating scales, etc. to assess content, skills, attitudes)**
Comments: _____

- 2. On-going evaluation (eg. observation, anecdotal comments, teacher checklists, student self-evaluation forms, etc. to assess and provide remediation)**

Comments: _____

- 3. Post-instructional evaluation: (eg. formal testing in the form of multiple choice and/or essay-type questions to assess mastery level of content and skill objectives established at the outset of the unit.)**

Comments: _____

I. DISCUSSION OF OVERALL EFFECTIVENESS OF THE UNIT:

- 1. Use / effectiveness of materials.**

Comments: _____

- 2. Strengths of unit:** _____

- 3. Changes needed to improve the unit:** _____

VANCOUVER SCHOOL BOARD LIBRARY SERVICES PLANNING GUIDE AND RECORD OF UNIT OF STUDY

More than six years ago, when planning a half-day workshop on cooperative program planning for all teacher-librarians in Vancouver, a group of teacher-librarians identified the need for a planning guide to provide structure for the in-service program and support for follow-up in schools.

Working with Ken Haycock, then Coordinator of Library Services, Ruth Linaard provided the original impetus for a district approach. The group, which also included Carol-Ann Haycock, Patricia Shields and Ken Walters, shared planning guides and processes for cooperative planning which they had used successfully in their schools. The committee consolidated many different ideas and structures and developed a draft guide for district use. The resulting "model" was field-tested in a number of schools prior to district workshops and revised accordingly.

Following the half-day inservice program run for groups of teacher-librarians, additional field-testing took place in more than 75 schools. The original guide of four pages was expanded to six; objectives and evaluation were placed side by side to ensure evaluation of objectives rather than simply completion of activities; format was revised to allow inclusion in three ring binders; and a number of smaller changes were made.

The revised guide is used extensively throughout the district. In most schools it is used for referring to the planning checklist and for recording units so they can be revised and adapted rather than begun again each year. Many teacher-librarians, however, do use the forms while planning with teachers. Everyone is looking for more efficient and effective ways to plan and this guide has provided considerable direction and support to that end. It also facilitates the achievement of the district's goals for research and study skills acquisition via cooperatively planned and taught units of study throughout the system.

Although there is a district planning guide for Vancouver, schools are urged to develop their own guide, incorporating elements of the planning checklist, if they are not comfortable with the district guide. The planning guide is not the issue -- systematic cooperative planning is.

VANCOUVER SCHOOL BOARD LIBRARY SERVICES
COOPERATIVE PROGRAM PLANNING AND TEACHING

**PLANNING GUIDE
AND
RECORD OF UNIT OF STUDY**

SUBJECT _____ TOPIC _____

GRADE AND ABILITY LEVELS _____

TEACHER(S) _____

DATES/TIMES FOR PLANNING (1) _____ (2) _____ (3) _____

CHECKLIST

In planning sessions, communication will not proceed in a rigid way nor in this order necessarily and occasionally some steps will be undertaken simultaneously. Nevertheless this information is crucial for successful programs.

- Initiate Contact and Schedule Planning Time
- Establish Subject/Topic/Grade and Ability Level(s)
- Review Previous Skills and Activities
- Establish General Goal
- Establish Specific Objectives --- Define/Refine/Structure Topic
 - * content/concepts to be emphasized
 - * skills to be emphasized (research and study, map and globe, human relations) - includes how to locate and use materials and the information within (how will students obtain information?)
- Select and Locate Resources
- Determine Teaching Strategies and Activities
 - Identify Scheduling of Learning Activities (time, sequence)
 - Minimum Expectations To Assure Success For All Students
 - Who/Where/When/How will the unit of work be introduced?
 - Identify Location of Students and Activities
 - Who is responsible for preparation and teaching of each component?
- How Will Student Competence in Specific Skills and Content Be Measured?
- Record and Retain Unit (note strengths/weaknesses on completion)

GENERAL GOAL _____ _____ _____ _____ _____	PRIOR SKILLS/CONTENTS/ACTIVITIES
--	---

TIME ALLOTMENT	DATES/TIMES
-----------------------	--------------------

INTRODUCTORY LESSON(S)/MOTIVATION
--

How will students be prepared for purposeful research (e.g. know essential vocabulary, have written directions, be assured of success)?

CONCLUDING LESSON(S)

NOTES

RESEARCH AND STUDY SKILLS

GENERAL CLUSTERS

Resource Centre Orientation
Research Strategies
Locating Information - General Sources
Locating Information - Subject Sources
Acquiring and Analyzing Information
Organizing and Recording Information
Communicating and Presenting Information

BE VERY CLEAR - SPECIFY AND ARTICULATE SKILLS

SPECIFIC EXAMPLES OF EACH CLUSTER WILL BE IN THE SCHOOL'S
SCOPE AND SEQUENCE LIST (FOUNDATION CURRICULUM GOAL 6)

RESOURCES

**ARE ADEQUATE RESOURCES AVAILABLE?
CHECKED COLLECTION SPECIALIZATIONS LIST, DISTRICT COLLECTIONS,
INDEXES TO PERIODICALS, UNION LIST OF PERIODICALS, ETC.**

EASIER

MORE DIFFICULT

PARTICULARLY GOOD RESOURCES

EVALUATION OF UNIT

STRENGTHS

WEAKNESSES

RECOMMENDATIONS FOR REVISION

ACKNOWLEDGMENT

Prepared by Carol-Ann Haycock, Ruth Lindgaard, Patricia Shields and Ken Walters with Ken Haycock, Coordinator of Library Services, and with considerable field testing and input from teachers and teacher-librarians of the Vancouver School Board, British Columbia.

OTHER SOURCES OF PLANNING ASSISTANCE:

Davies, Ruth Ann. The School Library Media Program; Instructional Force For Excellence. New York: R. R. Bowker, 1979.

Includes what Davies calls "Pittman Learning Guides" which are essentially planning checklists. Davies is a strong advocate of a "systems approach to media programming." (p. 113) Appendix L is also of great assistance to the planning process. It is a Thinking- Learning -Communicating Continuum, K-12.

Nelson, Yvonne, Barbara Hall and Kim Lancaster. Research and Study Skills; a Resource Book for Secondary Teachers. Prince George, B.C: School District # 57, 1980.

Essentially a selection of sample lessons which include all of the elements of good planning. For those who have difficulty with performance objectives as they relate to research skills, there is a section which translates general objectives into performance objectives. This skill definitely eases the tribulations of evaluation.

Partners In Action: The Library Resource Centre in the School Curriculum. Toronto: Province of Ontario, Ministry of Education, 1982.

Simple planning guides used by teachers are included on pages 26 and 27. A very simple skills chart is on pages 30 and 31. Transition steps from a traditional school library to a resource centre are identified in a table on pages 16 and 17. The outstanding aspect of this document is that it is a statement of government policy. All teacher-librarians should read it.

Pratt, David. Curriculum Design and Development. New York: Harcourt, Brace Jovanovich, 1980.

Pratt does not include planning guides per se, but does incorporate flow charts in his planning system. His chapters on "Entry Characteristics of Learners", "Selecting Instructional Strategies", and "Managing Aptitude Differences" are particularly worth reading.

School Library Program Guidelines. Halton, Ontario: The Halton Board of Education, 1981.

Central to this presentation are fold-out charts listing skills in four categories: "Locating Information", "Finding Information - Print", "Finding Information - Audio Visual", and "Using Information." The charts are much simpler than many others that are available. The booklet also discusses planning in the context of the roles of the planning partners, and gives a one page flow chart of a library program planning model.

STUDENT EVALUATION:

Student evaluation should be an integral component of any unit of study. Measurement of student learning is best defined in terms of the instructional objectives established at the outset of the unit. What should the students have learned after completing a specific educational activity? Effective evaluation tools assess the degree to which students have learned the intended knowledge and skills which are relevant to the unit. Therefore, it is advisable that the teacher and the teacher-librarian jointly develop techniques for evaluation which consider the following strategies:

1. pre-instructional evaluation (eg. pre-tests in the form of checklists, rating scales, etc.)
2. on-going evaluation (eg. observation, anecdotal comments, teacher checklists, etc.)
3. post-instructional evaluation (eg. formal testing in the form of multiple choice, essay-type, etc.)

These strategies fall into two broad categories of student evaluation: formative and summative. Formative evaluation occurs before and during the unit, assessing student progress and indicating where remediation is necessary. Summative evaluation occurs at the conclusion of a unit, measuring student progress in terms of the overall goals and objectives of the unit.

During the planning process, adequate discussion between the teacher and teacher-librarian relating to student evaluation

ensures success-oriented units. Consistency and continuity in the monitoring and remediating of students' work is far more likely to occur when both teachers have jointly planned the strategies for assessing the unit.

Student assessment is an integral part of the professional teacher: diagnosis of learning needs, development of a program to meet those needs; assessment to determine the degree of attainment; and to gather information for program revision. For the teacher-librarian these activities are undertaken jointly with the classroom teacher as an equal teaching partner. ¹

TIPS FOR EVALUATING ANY UNIT OF STUDY:

- 1. Base evaluation upon both knowledge and skill objectives devised at the outset of the unit. (See sample 1 on following page)**
- 2. Consider which formative and / or summative evaluation techniques will best assess the goals and objectives of the unit.**
- 3. Consider assessing the students' abilities by having them transfer and apply research and study skills in another context. Outlining, for example, could be evaluated through observation when students are required to use the skill in a subsequent activity.**
- 4. Always evaluate research and study skills in a meaningful and integrated context; evaluation of these skills in isolation is inappropriate.**
- 5. Evaluate both product and process. (See sample 2, following)**
- 6. Develop a checklist with an appropriate set of criteria thus allowing students to effectively self-evaluate their efforts. (See sample 1 on following page)**
- 7. Discuss students' self-evaluation results with them, pointing out teacher-perceived areas of strengths and weaknesses.**
- 8. Develop evaluation tools which can be easily sent home to parents or included in students' report cards. (See samples 1 and 3 on following pages)**

SAMPLE I: Patricia Shields (Vancouver)
INDIC CENTRES - EVALUATION FORM

<u>CENTRE</u>	<u>SKILLS</u>	<u>Possible Mark</u>	<u>Pupil's Mark</u>	<u>Teachers' Mark</u>
MUSIC	- correct & complete glossary format	4		
	- accurate model of a musical instrument	4		
	- neatness & organization	<u>2</u>		
		10		
MANUFACTURING	- comprehension of material presented on a filmstrip	4		
	- understanding of terms export and import	4		
	- neatness & organization	<u>2</u>		
		10		
AGRICULTURE	- map reading skills	3		
	- bar graphing	2		
	- visual literacy	3		
	- cause & effect relationship (to do with food supply problem)	4		
	- neatness & organization	<u>3</u>		
		15		
FOLKTALE	- listening skills	2		
	- accurate sequencing of events	3		
	- neat, clear illustrations	3		
	- accurate summary of each illustration	<u>2</u>		
		10		
FOODS & FESTIVALS	- comprehension of materials read	5		
	- legible, neat charts to impart information	<u>5</u>		
		10		
MARRIAGE & THE FAMILY	- comprehension of materials read	4		
	- relevant, logically ordered notes	4		
	- parag. using own words	4		
	- good topic sentence	1		
	- neatness & organization	<u>2</u>		
		15		
RELIGION	- comprehension of materials read	5		
	- evaluation of material read	5		
	- visual literacy	3		
	- neatness & organization	<u>2</u>		
		15		

SAMPLE 2: Ken Walters (Dancouver)
PIONEER LIFE IN EARLY CANADA

EACH OF THE SIX TOPICS WILL BE EVALUATED AS FOLLOWS:

1. <u>PROCESS</u>	<u>POSSIBLE MARK</u>	<u>PUPIL'S MARK</u>	<u>TEACHER'S MARK</u>
<u>Following written instructions</u>	5		
<u>Locating information</u>	5		
<u>Relevant, logically ordered notes</u>	10		
<u>Topic sentence</u>	5		
<u>Paragraph writing using own words</u>	10		
<u>Summary</u>	5		
<u>Comparisons</u>	5		
<u>Proofreading</u>	5		
<u>Presentation to group:</u>			
<u>Organization</u>	10		
<u>Speaking</u>	5		
<u>Visual Presentation</u>	5		
<u>Knowledge of subject</u>	10		
TOTAL	80		

2. <u>PRODUCT (booklet)</u>	<u>POSSIBLE MARK</u>	<u>STUDENT'S MARK</u>	<u>TEACHER'S MARK</u>
<u>Accuracy</u>	15		
<u>Completeness</u>	15		
<u>Work beyond minimum</u>	10+		
<u>Illustrations with captions (min. 2)</u>	10		
<u>Title page (cover)</u>	5		
<u>Table of contents</u>	5		
<u>Bibliography</u>	5		
<u>Neatness & attractiveness</u>	5		
TOTAL	70		

NOTE: 1. Students who copy or let someone copy their work will lose half their marks!
2. DUE DATE: All booklets must be completed by _____

**SAMPLE 3: Patricia Shields (Dancouver)
ORAL PRESENTATION CHECKLIST**

	1	2	3
1. INTRODUCTION:			
- effective and interesting opening			
2. MATERIAL:			
a) Organization			
- Ideas clear and well arranged			
- logical order of presentation			
b) Content			
- material interesting and suitable			
- covers all necessary material			
- examples & facts are well chosen & appropriate			
- emphasizes the main points			
3. DELIVERY:			
a) Language			
- words are exact, appropriate and vivid			
- avoids slang and jargon			
- correct sentence structure			
- sentences lead naturally from one to the other			
- pronunciation and enunciation are correct			
b) Voice			
- is audible			
- is clear and projects well			
- has good tempo			
- controls the attention of the audience			

COMMENTS:

REFERENCES:

- ¹ W. D. Hedges. Evaluation in the Elementary School. Holt, Rinehart, and Winston, 1969, pp. 84-85.**

OTHER RESOURCES:

Student Assessment: Evaluation of Research and Study Skills, by Michele Farquharson, Joan Harper, Patricia Shields and Ken Walters. Vancouver, B.C: Vancouver School Board, January 1985. (Curriculum Resources # 69)



ALL SYSTEMS FINE-TUNED

Once a resource centre program is underway, the teacher-librarian has the task of maintaining and refining components of the overall program. Consequently, evaluation is necessary to assess the weaknesses and strengths of the existing program and provide an insight into developing improvements and new directions.

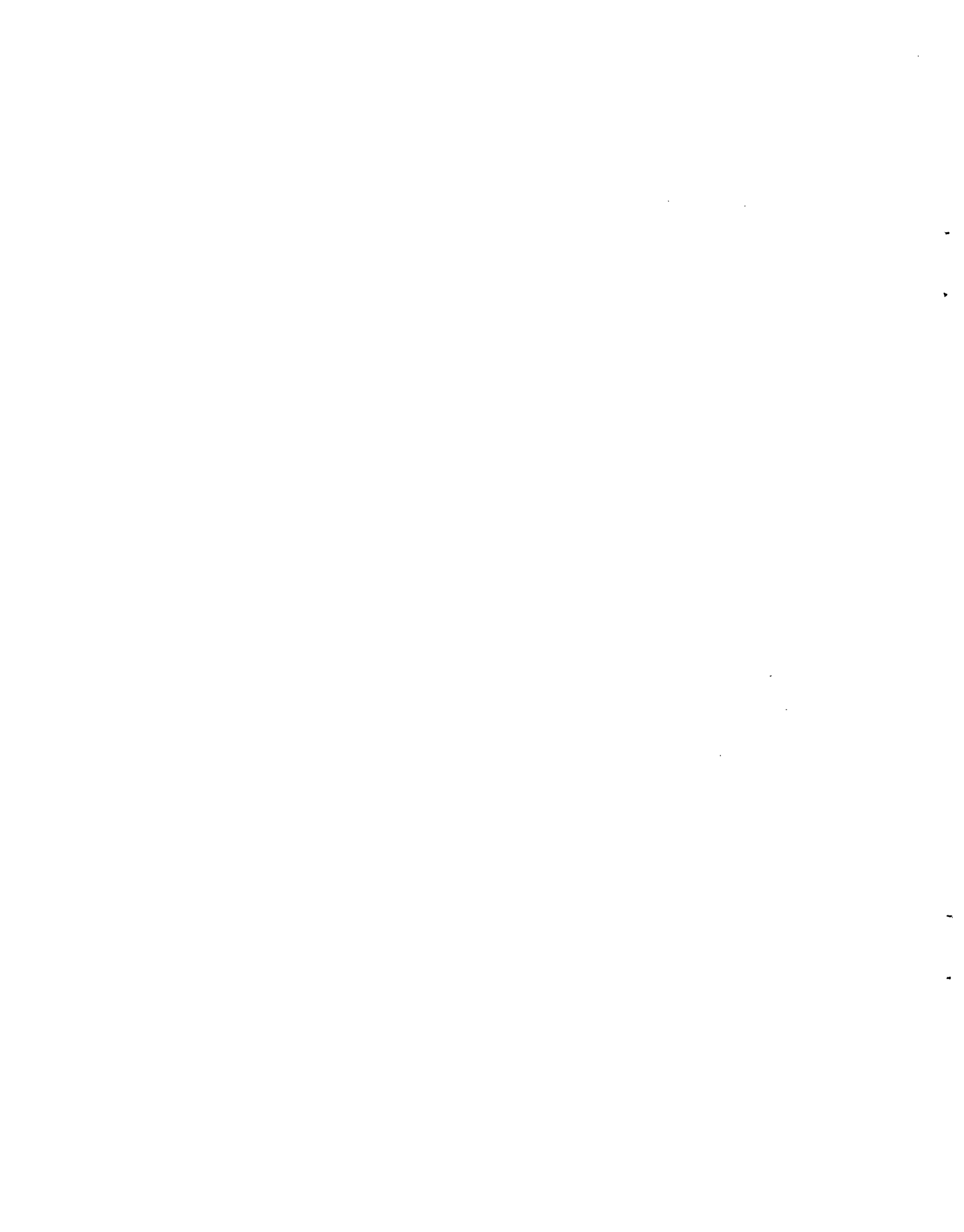
While measuring quantitative factors such as facilities, materials, staff and budget expenditures are useful, they are but one aspect in assessing the many services of a resource centre. A far more nebulous task is that of assessing the effectiveness of the resource centre program. Is it meeting the needs of staff and students? Several techniques such as checklists, user surveys and rating scales have been developed by districts, administrators, teacher-librarians, and staffs to determine attitudes to and perceptions of whether the resource centre program is meeting the needs of school programs and students. Many of the questions that appear on these lists or forms are categorized into areas similar to those discussed as competencies in Appendix A, "The Qualifications For School Librarians" report. When evaluating the effectiveness of the cooperative planning and teaching component of the role, the following points for discussion may be of assistance:

1. the relevance of the library resource centre program to the total school program.
2. the use made of time set aside for cooperative planning.
3. the number of integrated units of study cooperatively developed.
4. the development of a staff designed school-based scope and sequence of research and study skills.
5. the commitment by staff to ensure that research and study skills are consistently taught.
6. the willingness of the staff to work as a team to ensure that students are given the instruction necessary to learn the skills and also opportunities to practice them.
7. the willingness of the team to evaluate programs and student achievement and to revise programs to make them more effective.

8. the ability of the teacher-librarian to communicate goals and objectives of the library resource centre program to staff, students and parents.
9. the willingness of the teacher-librarian to adjust teaching strategies to meet the needs of staff and students.
10. the ability of the teacher-librarian to identify those staff members who are not using the library resource centre effectively and to develop strategies to involve them.
11. the solicitation of regular feedback from the staff and the incorporation of valid suggestions into future activities or operations.
12. the ability of the teacher-librarian to organize and delegate, when appropriate, clerical tasks to student monitors, volunteers, and clerical staff.
13. the institution of flexible scheduling of the library resource centre facility to permit planning between the professional staff for the most effective way of using the facility to achieve educational goals.
14. the recording of cooperatively planned units so others can use them in future years.

These suggested points for discussion may also assist teacher-librarians in determining the stage they have progressed to in the development of a total library resource centre program.

By regularly discussing these important topics with the administrator(s) and staff, the resulting on-going evaluation will assist in the setting of yearly goals and objectives. With continuous overhauling, adjusting and reconditioning, the resource centre program will become an efficient vehicle designed to meet the needs of the whole school program.



SAMPLE UNITS

The following units have been submitted by teacher-librarians throughout British Columbia and provide exemplary models of the cooperative planning and teaching process. An overview is included at the outset of each unit and describes the following:

- i) the background;
- ii) the process of planning;
- iii) the content and skill objectives;
- iv) those activities needing further clarification;
- v) the preparation and teaching responsibilities;
- vi) the evaluation of student achievement;
- vii) the elements of the actual unit which have been abridged or omitted in the sample unit; and
- viii) the evaluation and revision at the completion of the unit.

These units may be used in their entirety but may be more profitably used by the teacher-librarian in other ways. The teacher-librarian may share interesting strategies or features of the unit with reluctant classroom teachers. Many strategies may be transferred to other content areas or grade levels. Teachers should adapt the unit to meet the needs of their students, taking into account reading levels, ability levels and available resources.

As with any published materials, if these units are to be shared outside of the school setting, either in published form or via a workshop, permission should be secured from the authors. Each issue of The Bookmark also includes sample units which may be adapted and used under the same guideline.

TEDDY BEARS & BEARS / LANGUAGE ARTS & SCIENCE
Kindergarten & Grade 1

TEACHER-LIBRARIAN: Mr. Daryl Sturdy

TEACHER: Ms. Jane MacEwan

SCHOOL: General Gordon Elementary School, S.D. # 39 (Vancouver)

A. UNIT BACKGROUND

Daily, for four weeks

Products: 1) Teddy Bears' Picnic Display including stuffed teddy bears made by the students
2) Illustrated stories

B. PROCESS OF PLANNING

1. Initiation

Some of the ideas for this unit came about as a result of the Vancouver School Board publication, Connections; Kindergarten and the School Resource Centre, also available from the B.C.T.F. Lesson Aids.

2. Objectives

The student will:

- develop fine motor skills.
- listen for a purpose.
- understand that a story has a beginning, a middle and an end.
- create stories to be orally presented.

3. Activities

See week by week activities listed under Actual Unit.

4. Preparation & Teaching Responsibilities

The classroom teacher is responsible for the classroom activities. The teacher-librarian is responsible for the library resource centre activities.

5. Evaluation of Student Achievement

Students' stories and oral presentations are evaluated on a three point scale: S = Satisfactory; G = Good; E = Excellent

C. ACTUAL UNIT

Only the first half of the unit is included. The second half of the unit deals with real bears. The habitat, food, and enemies of certain types of bear (brown, grizzly, polar, etc.) is studied. The concept of fiction versus non-fiction is introduced and developed by comparing stuffed bears to real bears.

CLASSROOM

LIBRARY RESOURCE CENTRE

Week One:

- a) Design a teddy bear.
- b) Make a pattern.
(on cardboard)
- c) Cut pattern out.
- d) Sew and glue body of bear together.

- a) Read various teddy bear stories to the children: Winnie the Pooh, Paddington, Goldilocks and the Three Bears, etc.
Follow this pattern:
Day 1: read story.
Day 2: recall story & retell story, using the pictures for recall.

Week two:

- a) Complete work on teddy bears.
- b) Once the bear is stuffed details such as eyes, nose and mouth can be glued on.
- c) Parent volunteers to help with sewing.
- d) Set up listening post with various stories.

- a) Continue reading & recalling teddy bear stories.
- b) Discuss beginning, middle and end.
- c) Discuss the human characteristics of the bears in the stories.
- d) Recall beginning, middle and end.

Ask group at listening post to recall beginning, middle and end.

Week three:

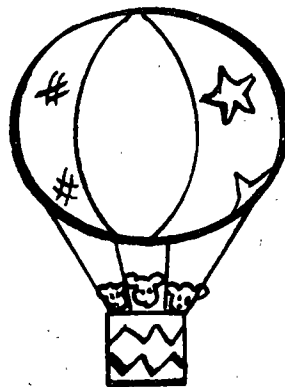
- | | |
|---|---|
| a) Discuss the qualities each teddy bear possesses. | a) Each student introduces their bear to the teacher-librarian. (May take 2 sessions) |
| b) Name each teddy. | b) Teacher & teacher-librarian make-up and present stories using the bears as characters. |
| c) Make a name tag for each teddy. | c) Students in groups of 3 make up own stories. |
| d) Plan, prepare and have a teddy bears' picnic. | |

Week four is in the Library Resource Centre

The teacher-librarian sets up a display on a picnic table in the LRC with

Student Work:

- a) In groups of 3 make up teddy bear stories.
- b) Draw a beginning, a middle and an end. Print underneath each picture what is happening.
- c) Each group retells their story to the whole class.
- d) Each group's story can become part of the teddy bear display.



a hot air balloon,

a basket full of teddy bears,



teddy bears on a picnic,

and in the background, a display of library books and the groups' stories about teddy bears.

D. EVALUATION AND REVISION OF THE UNIT

Not included.

SEEDS AND PLANTS / SCIENCE
Grades 1 & 2

TEACHER-LIBRARIAN: Barbara Smith

TEACHERS: Patti Stewart, Cathy Shave, and Candace Martin

SCHOOL: Burrard View Community School, S.D. # 44 (North Vancouver)

A. UNIT BACKGROUND

6 weeks (6 - 40 minute periods for each grade)

Products: 1) "Seeds and Plants" student booklet
2) Various large chart-type displays

B. PROCESS OF PLANNING

1. Initiation

This unit began when I overheard a conversation between three primary teachers in the staffroom. I invited myself to their planning meeting where we shared ideas, set up general objectives for the unit, and outlined areas where I could best support the unit.

We already had a Research and Study Skills Continuum in the school, so I selected lesson topics which lent themselves to certain skills which needed teaching or review. The work in the classrooms varied, but was coordinated with a unit preview and lesson plans which included sample worksheets. I prepared these beforehand and discussed them with the teachers.

This first attempt at cooperative program planning and teaching for the classroom teachers could have been better organized. However, it was a success because when the next unit was to be planned, they included me!

2. Objectives: Knowledge & Skill

Those incorporated in the library resource centre section of the unit are listed on individual lesson plans under Actual Unit.

3. Activities

Science units from the various prescribed textbook series were examined, as well as books from the library resource centre and media listing. The STEM Science level 2 teachers' edition (Addison-Wesley, 1977) was particularly helpful. We examined the materials and developed a list of desired learning outcomes in the content area. We then sequenced the learning outcomes by complexity and by logical sequence. For example, germination comes before growth which comes before flowering and seed production.

4. Preparation & Teaching Responsibilities

I taught the concepts which lent themselves to media presentation or which included research & study skills. It was my responsibility to prepare this portion of the unit. The classroom teachers introduced, reviewed or developed the other concepts. Activities in the LRC were decided, in general terms, at the first planning meeting. It was my responsibility to develop detailed plans and to report back to the group so the classroom teachers could make sure their programs were coordinated.

5. Evaluation of Student Achievement

The pupil booklet was evaluated. Informal observation and oral quiz techniques from the Ministry's science curriculum guide were used to spot check learnings as the unit progressed. In the library resource centre an activity checklist was used during the course of the unit.

C. ACTUAL UNIT

The content and activities covered in the library resource centre included:

- a) Identifying seeds, and sorting them.
- b) Seeds eaten by both people and animals.
- c) Where seeds are found.
- d) What seeds are.
- e) How many seeds are in a fruit, or in another grouping.
- f) How seeds travel.
- g) What seeds need to grow.
- h) Plant growth charting.

Materials needed:

- a) Four types of seed were used: marigolds, scarlet runner beans, pumpkin, peas.
- b) Small plastic pots.
- c) Potting soil and natural soils from the school ground.
- d) Collections of seeds.
- e) Various "seed" storybooks and non-fiction titles.
- f) Several copies of the S - Sn volume of World Book Encyclopedia.
Editors' note: The Golden Book Encyclopedia, Compton's Precyclopedia or Childcraft are easier resources for most students at this grade level. The questions and activities may need revision when different resources are used.
- g) 12 or 14 test tubes (preferably plastic) for soil study.

Lesson 1 (Grades 1 and 2)

- a) **Knowledge Objectives:** The student will
 - define "seed".
 - name some seeds.
 - name some methods of seed dispersal.
- b) **Skills Objectives:** The student will
 - recall facts from a media presentation.
 - in sentence form, state facts from a media presentation.
- c) **Student Activities:**
 - View PEMC video (WLS 39) What Do Seeds Do?
 - Discuss the video, especially noting: definition of a seed, names of some seeds, some methods of seed dispersal.
 - Print some of the facts on a large chart paper.

Lesson 2 (Grades 1 and 2)

- a) **Knowledge Objectives:** The student will
 - identify facts about seeds (the facts will vary depending on the non-fiction read-aloud which is chosen).
- b) **Skills Objectives:** The student will
 - choose a book which will give facts.
 - distinguish between fiction and non-fiction.
- c) **Student Activities:**
 - Look at a collection of fiction and non-fiction library books about seeds and plants.
 - As a group, classify the books in two categories. Begin by

reading one short non-fiction book aloud, and one fiction. We chose How a Seed Grows, by Helene J. Jordan (Crowell, 1960) and Once Under the Cherry Blossom Tree, by Allen Say (Harper, 1974).

- Discuss how the books are different.
- Discuss the author's intentions (no book is entirely fact or entirely fiction).
- Grade 1 pupils can jointly complete the worksheet as a chart.
- Grade 2 pupils can do it individually, and glue it into their science booklet. The worksheet is not included, but it simply lists a number of titles in which seeds play a part and asks students to designate them as fiction or non-fiction.

Lesson 3 (Grade 1)

- a) **Knowledge Objectives:** The student will
 - name and draw one type of seed.
 - describe how a seed might travel.
- b) **Skills objective:** The student will
 - express facts in picture form.
- c) **Student Activities:**
 - Examine some pictures of seeds and/or seed collections.
 - Name the types of seeds; discuss how a seed might hide itself; review seed travels from lesson 1.
 - Read Find the Cat, by Elaine Livermore (Houghton, 1973).
 - Each student chooses one type of seed and draws it concealed in a picture.
 - Put the pages together into a booklet. Later, in the classroom, students find their page and print an appropriate sentence on the facing page. They may also draw their seed above the sentence to help their classmates find the seed in the picture.

Lesson 3 (Grade 2)

- a) **Knowledge Objectives:** The student will
 - name two kinds of plants which have seeds.
 - name small and large seeds.
 - name a plant scientist (botanist).
- b) **Skills Objectives:** The student will
 - locate information in an encyclopedia.

- locate main headings.
 - locate the author of an encyclopedia article.
 - locate specific information in an encyclopedia article.
- c) **Student Activity: Note** - There must be sufficient copies of the "S - Sn" volume of World Book Encyclopedia for small groups of 2 or 3 students to study.
- Use the encyclopedia volume to complete the worksheet as a group.
 - Put the worksheet into a student science booklet.
- d) **Student Worksheet synopsis:** (Add appropriate spaces)

Look up "seed" in The World Book Encyclopedia.

1. Print the main headings. There are six. _____
2. Print the author's name. _____
3. What is the word for a plant scientist?
b _____
4. What is the word for a flowering plant that has seeds?
a _____
5. What is the word for a tree or shrub that has seeds?
g _____
6. What is the largest seed? _____
What is a very small seed? _____
7. Does a small seed always grow into a small plant?
Yes ____ No ____
8. Does a small seed mean the plant will have many seeds or few?
Yes ____ No ____
9. Name a plant that does not have seeds? _____
10. Print one fact about seeds from the encyclopedia. _____

Lesson 4 (Grades 1 and 2)

- a) **Knowledge Objectives:** The student will
- name 2 types of seed-bearing plants: flowering (angiosperm) and cone-bearing (gymnosperm).
 - recognize pictures and examples of each.
- b) **Skills Objectives:** The student will
- classify information and report it in a chart format.
- c) **Student Activities:**
- Look at examples of cones and flower-formed seeds.

- Look at pictures of cone and flower-bearing plants.
- Develop vocabulary 'angiosperm' and 'gymnosperm'.
- Prepare large pieces of chart paper with these words at the top.
- Cut out pictures from old magazines and glue on to the chart.
- Review different appearance of these plants.

Note - We used two charts for angiosperms, one chart for food pictures which were also seeds and another chart for plants. The students created a giant bowl of food on the food chart and an attractive garden around a house on the plant chart. The gymnosperms made a forest scene. A fourth sheet was necessary to display the non-flowering plants such as mushrooms.

Lesson 5 (Grade 1)

- a) **Knowledge Objective:** The student will
 - review and practice the vocabulary of seed plant study.
- b) **Skills Objectives:** The student will
 - review A B C order to 1st letter.
 - be introduced to A B C order to 2nd letter.
- c) **Student Activity:** (The teacher-librarian has prepared sets of cards with all relevant "seed" vocabulary, and form sheets for a picture dictionary with space for five words and five pictures associated with one letter of the alphabet.)
 - Groups of students put card sets in A B C order.
 - Distribute one page of the "seed" dictionary-to-be to each student, with 1 letter of the alphabet in the upper right-hand corner. The student prints at least one seed/plant word on the page and illustrates it. (Some letters of the alphabet will be easier to find words for than others. Slower students should be given the easier pages.)
 - Staple the pages together to form a dictionary. It may be added to as the unit progresses.

Lesson 5 (Grade 2)

- a) **Knowledge Objective:** The student will
 - review facts about seeds.
- b) **Skills Objectives:** The student will
 - find and use a filmstrip.
 - extract facts from pictures and other media.

c) Student Activity:

- Students receive one of the four quiz sheets from their classroom teacher.
- They read over the quiz sheet so they know what facts they are looking for on the filmstrip.
- The students come to the library resource centre to find the filmstrip.
- The teacher-librarian shows the students how to locate a filmstrip (how to use the card catalogue, although no attempt is made to have students proficient in its use).
- The teacher-librarian directs each group to the correct filmstrip and demonstrates the use of filmstrip viewers.
- Alternately, four groups of students view the filmstrips for the required information. All facts are found in the early part of each filmstrip.
- When the data is found, students print it on the worksheet. The worksheet is added to the science notebook.
- Each group shares the facts they found with the other groups. These facts can be added to the charts begun in Lesson 1.

d) One of the 4 "quiz" sheets used is given below. (Add necessary spaces) The other "quiz" sheets follow the same pattern.

Find the filmstrip set Seasonal Adventures; the World of Plants and Animals. In this set find the filmstrip and tape called "From Spring to Spring: Plant Survival."

Find three facts about seeds and plants.

What are three ways plants start to grow in spring?

1. They grow from _____ .
2. They grow from _____
which live through the winter.
3. They grow from _____ on the woody branches
on trees and shrubs.

Draw a picture here to go with one fact.

Lesson 6 (Grades 1 and 2)

- a) **Knowledge Objectives:** The student will
- describe the colour and texture of two soil types and note the differences.
 - select the soil which is more suitable for plant growth.
- b) **Skills Objectives:** The student will
- record findings pictorially in graph format.
 - record findings pictorially in chart format.
- c) **Student Activities:** Children work in groups of two or three.

Prepare ahead:

- * two large test-tubes in a test-tube rack for each group;
- * two buckets of soil, one with good loam with lots of dead leaves and bugs, etc. and the other with a sandy and gravelly mud;
- * a jug of water;
- * paper towels;
- * plus a sufficient number of worksheets.

Give each group two paper towels, marked either "Soil A" or "Soil B". Put a tablespoon of each soil on the appropriate towels.

- Students examine soil for qualities identified by the teacher-librarian: elements present, colour, texture, and amount of water present in the sample. Findings are recorded on the worksheet which simply has a square for each soil where the student can draw what is observed and a space to describe the texture and colour. The directions advise students to label each drawing.
- Students place samples in the test-tubes, add water to almost fill the tube, then shake it well and allow it to settle for a few moments. Students observe the proportions of light, suspended and heavy particles; and record their observations on duplicated sheets with pictographs of the test-tubes.
- Students plant bean seeds in pots of each soil, for observation over the next weeks. They predict which plants are likely to grow best.
- Worksheets are put into science notebooks.

Note- For Grade 1 students, use the same format but make up large charts instead of individual worksheets. Fill in the charts as a group exercise.

Culminating Activity: DANDELION DAY!

- a) Cooking dandelion greens.
- b) Dandelion salad.
- c) Dandelion songs.
- d) Dandelion clock folklore.
- e) Dandelion coffee (roast roots, grind and brew)
- f) Dandelion art.
- g) Graphing dandelions in a local field.

D. EVALUATION & REVISION OF THE UNIT

Little revision was required. The classroom portion of the unit centred on collecting, classifying, germinating and observing seeds and plants. It was incorporated into many parts of the day. Many of the seed and plant experiments were suggested by the children. Note was made of the more successful experiments or those where the results were most obvious. One surprise: the seeds planted in our 'type B' soil (gravelly, sandy mud) grew better than those in rich loam. Reason: it turned out that the gravelly soil came from a spot where septic tank seepage contaminated the water and made it very fertile!

Editors' note: An additional resource for this unit is Scienceland; The Secrets of Spring, vol. VIII, no. 67 (May 1985).

This primary magazine would be useful when studying dandelions. The illustrations are photographs which provide a "close-up" of the dandelion.

WHALES / NEWFOUNDLAND / LANGUAGE ARTS
Grade 3

TEACHER-LIBRARIAN: Mrs. Debbie Hartley

TEACHER: Ms. Mary Siddals

SCHOOL: Hart Highlands Elementary School, S.D. # 57 (Prince George)

A. UNIT BACKGROUND

Products: 1) Big book
2) Written report

B. PROCESS OF PLANNING

1. Initiation

The unit was initiated to provide research activities suitable for the ability level of each reading group using Ginn Reader Level 8, How it is Nowadays, unit 2: "A Whale Called Apple."

2. Objectives

The student will:

- read, locate, classify and organize facts using non-fiction materials.
- produce notes, then organize the notes into paragraphs.
- develop an outline for a written report.
- listen for a purpose.

3. Student Activities

The class was organized into 3 reading groups, and, at different times, each group was given an opportunity to use the unit in the library resource centre.

Specific activities are listed under Actual Unit.

4. Preparation & Teaching Responsibilities

The teacher-librarian conducted a brainstorming session and

compiled questions for both Group A and Group B. The classroom teacher supervised the organization of the students' assignments and the production of good copies of reports.

5. Evaluation of Student Achievement

Evaluation was done by comparing the student-produced big book to the Canadian Starter Newfoundland, and by assessing student participation and responses during discussion throughout the unit.

C. ACTUAL UNIT

Group A. Above average reading level - Newfoundland

1. We read the Canadian Starter British Columbia and carefully examined the format. The children concluded that the book asked questions and then proceeded to answer those questions. (At no time were the children told they would be designing a Big Book.)
2. In a brainstorming session we listed many questions about Newfoundland.
3. The teacher-librarian compiled and grouped all these questions topically on chart paper, leaving room for pencilled-in answers in note form.
4. Each child was given appropriate resource reading material on Newfoundland (except the Canadian Starter). They were to read their books and to pencil the answers to the questions onto the chart.
5. The group met again to discuss and review all their answers. The answers were then compiled onto a FACT SHEET.
6. Each child was assigned a group of facts from the fact sheet and was required to use these to write one or two well-constructed sentences.
7. The sentences were printed on strips of chart paper.
8. Each sentence was glued to the bottom of a sheet of 12 x 18 white construction paper, and a corresponding picture drawn at the top. Only pencil crayons were used because each page had to be laminated. The set of pages was then coil bound. The children had created their own Big Book on Newfoundland.
9. As a summary, we compared our Big Book to the Canadian Starter Newfoundland.

Group B. Average reading level - Whales

1. During the first session each child was given a book on whales and asked to research appearance, food, home, and habits. Although most of the research was completed in the library resource centre, further reading was done in the classroom and at home.
2. At the second session in the library resource centre the 4 major headings were written on the blackboard, and during a brainstorming session facts were recorded under the appropriate headings.
3. The teacher-librarian copied the results of the brainstorming session onto paper and this fact sheet was distributed to the classroom teacher and the participating students.
4. The remaining tasks were completed in the classroom, with students working individually.
 - a) Students made an outline using the given headings, and selected a minimum of 5 facts per heading.
 - b) Students organized their facts.
 - c) Students put facts into sentences and arranged their sentences into paragraphs.
 - d) Students produced a written report. They included a title page and illustration.

Group C. Below average reading level - Whales

Easy material was selected.

1. As the teacher-librarian read aloud, children listened for facts which would assist them to complete the following outline. When a student identified a fact she would stop so the group could add the information to the fact sheet.

WHALE RESEARCH - NOTES **(Add space as needed)**

- 1) Kinds of whales. _____
- 2) Words describing whales. (10) _____
- 3) Where it lives. _____

4) What it eats. _____

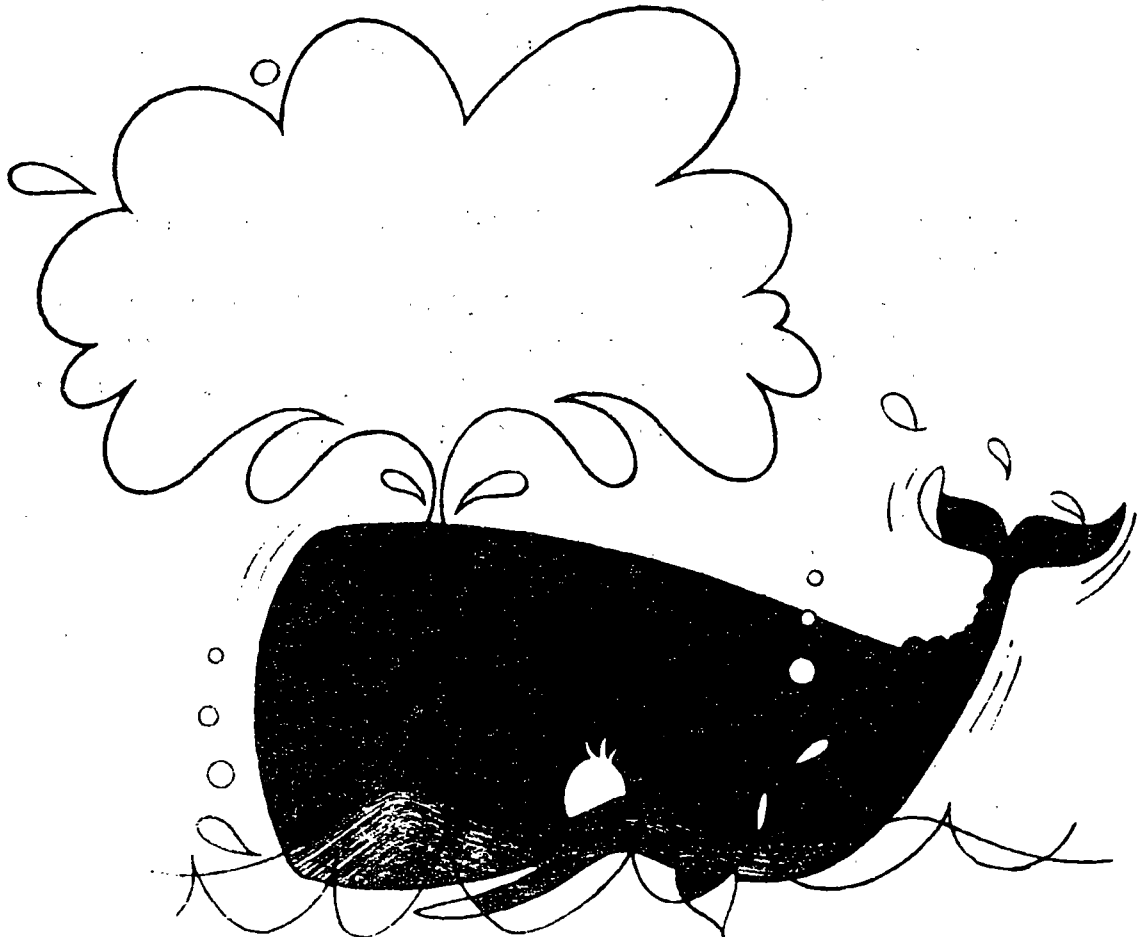
5) Facts about babies. _____

6) Other interesting facts. _____

2. The fact sheet developed by Group B was introduced and discussed so that Group C students were exposed to more facts about whales.
3. In the classroom, the teacher worked with Group C to organize facts into sentences. These were compiled into a special "whale" stencil.

B. EVALUATION AND REVISION OF THE UNIT

Not included



SOUND / SCIENCE
Grade 4

TEACHER-LIBRARIAN: Patricia Shields

TEACHER: Carolyn Neighbor and Chris Stachiw

SCHOOL: Lord Kitchener Elementary School, S.D. # 39 (Vancouver)

A. UNIT BACKGROUND

20 hours in the library resource centre

Products: Worksheets and booklets accumulated from the six centres.

B. PROCESS OF PLANNING

1. Initiation

The Grade 4 classroom teachers wished to develop a centres approach which incorporated an experiment centre. The teacher-librarian wished to integrate a computer centre into the content area to illustrate to students that information is located in a variety of resources.

2. Objectives

See attached.

3. Activities

The teacher-librarian taught a note-taking lesson and the classroom teacher taught a lesson on sound to develop the initial vocabulary and basic concepts, such as pitch, vibration and how sounds are made. The students then began working in the L.R.C. on the six centres.

4. Preparation & Teaching Responsibilities

The classroom teachers and the teacher-librarian each prepared two centres.

5. Evaluation of Student Achievement

See attached evaluation form.

C. ACTUAL UNIT

Only one job card has been included from the Research Centre. There are six job cards in total, to insure that all students will have resources appropriate to their reading levels.

The Listening Post Centre includes the instruction card, word bank card, and student booklet. A tape should be prepared by the teachers to include the following information:

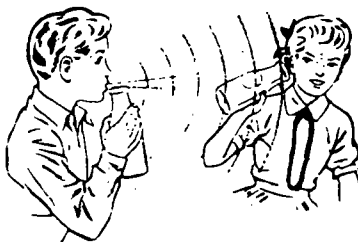
1. For the first page, "Listening to sounds, Can you guess?", record the ten sounds found on the word bank card. Students are to listen and identify the sounds, then use the word bank card to assist them in correctly spelling the word. Finally the students alphabetize the words.
2. For the second page, teachers should record approximately two to three paragraphs discussing noise pollution. Instruct students to record approximately 5 to 8 notes to answer the question.
3. For the third page, teachers should record a description of how sounds affect people and then instruct students to draw a small illustration and describe sounds that they like and dislike.

D. EVALUATION AND REVISION OF THE UNIT

This unit was first implemented over a year ago. This year, we reorganized the Experiment Centre booklet and added the Computer Centre.

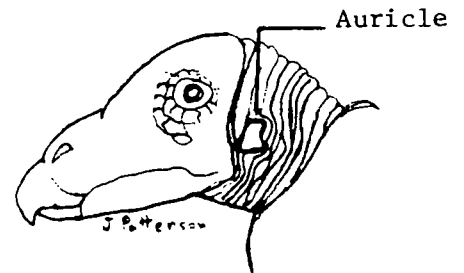
SCIENCE OF SOUND

NAME OF CENTRE	SKILL OBJECTIVES	CONTENT OBJECTIVES	EQUIPMENT/MATERIALS AT CENTRE
RESEARCH	<ul style="list-style-type: none"> -note taking -paragraph writing -topic sentence 	<ul style="list-style-type: none"> -how a person hears -vibrations -pitch -sonic boom -echo 	<ul style="list-style-type: none"> - job cards
LISTENING POST	<ul style="list-style-type: none"> -listening for a purpose -listening to take notes 	<ul style="list-style-type: none"> identification of sounds -noise pollution -how noises affect people -sounds and feelings 	<ul style="list-style-type: none"> - cassette - listening post - student recording worksheets
EXPERIMENT	<ul style="list-style-type: none"> -predicting -concluding -recording 	<ul style="list-style-type: none"> -pitch -different vibrations high or low sounds -sound vibrations travel through air, water and solids 	<ul style="list-style-type: none"> -tin-can telephone -triangle -metal tongs, rubber mallet head, piece of wood -three large cookie jars -string and spoon -student recording worksheets
DICTIONARY	<ul style="list-style-type: none"> -pronunciation -syllabication -accent marks 	<ul style="list-style-type: none"> -eleven sound-related vocabulary words 	<ul style="list-style-type: none"> -instruction card -construction paper
ENCYCLOPEDIA	<ul style="list-style-type: none"> -use of index -alphabeting -understanding of encyclopedias 	<ul style="list-style-type: none"> -understanding of decibels -how our vocal cords work -parts of the ear -animal ears 	<ul style="list-style-type: none"> -student recording worksheet -Golden Book Encyclopedia
COMPUTER	<ul style="list-style-type: none"> -demonstrate computer awareness -information is located in a variety of resources 	<ul style="list-style-type: none"> -identification of musical tunes -composing a song -playing a song 	<ul style="list-style-type: none"> -student instruction assignment sheet



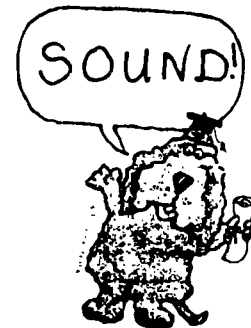
RESEARCH CENTRE INSTRUCTION CARD

1. Each of you will complete one research job card given to you be the teacher.
2. Take a piece of rough copy paper and write your question on the top of the page.
3. Read the Note-taking Information Card.
4. Using the Table of Contents and index to help you find and record your answers. REMEMBER TO TAKE NOTES
5. Convert your notes into paragraphs.
Remember to start your paragraph with a topic sentence.



NOTE TAKING INFORMATION CARD

- start each note with a dash
- use your own words
- locate the correct information and read it
- close the book and write notes
- keep notes brief
- put notes in logical order by numbering them in the left hand margin
- capital letters are not required at the beginning of each note
- periods are not required at the end of each note
- from five to eight notes are required for each sub-heading



8

SOUND

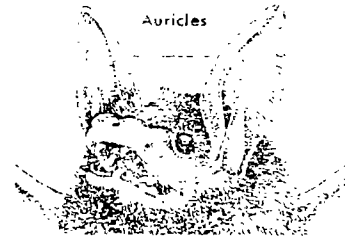
Anderson, Dorothy. Junior Science Book of Sound. Ernest Kurt Barth, illus. Garrard Publishing Co. Champaign, Illinois. 1962.

A. Sound

1. How is sound produced when we speak?

LISTENING POST INSTRUCTION CARD

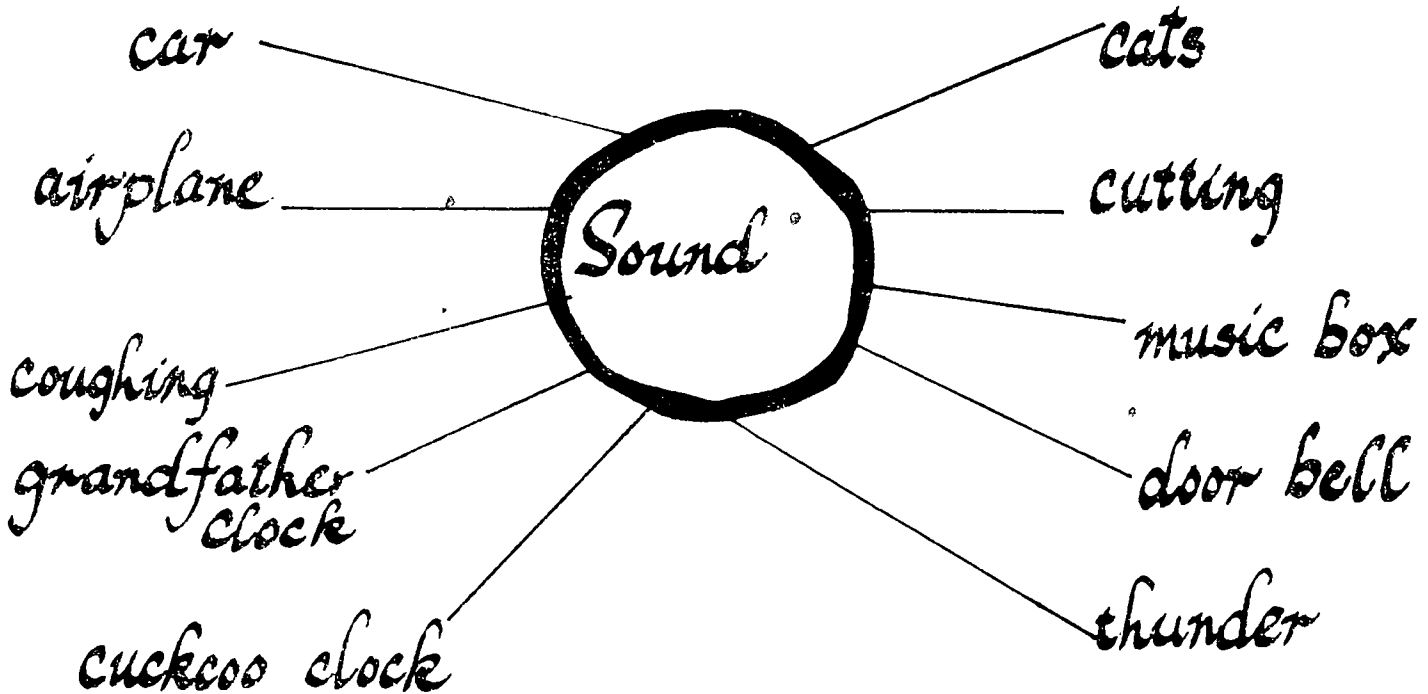
1. Choose a leader to operate the machine
2. Have one Listening Post Booklet in front of you ready to listen



The Auricles of a Bat are movable and so help channel sound waves into the ear. Bats depend on their hearing to navigate in the dark.

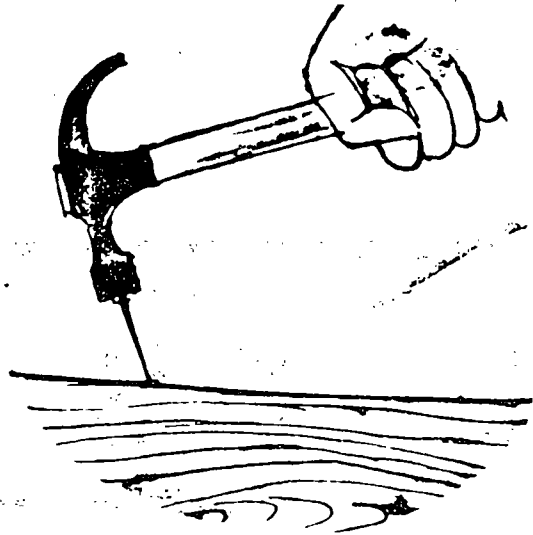
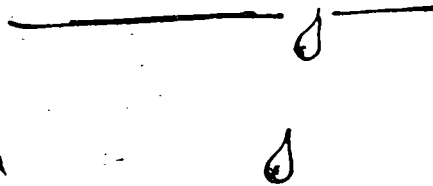
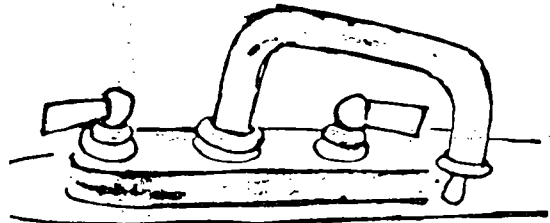


Word Bank Card





Listening
Post
Centre



Name: _____

Listening to Sounds
Can you guess?

Alphabetical Order

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

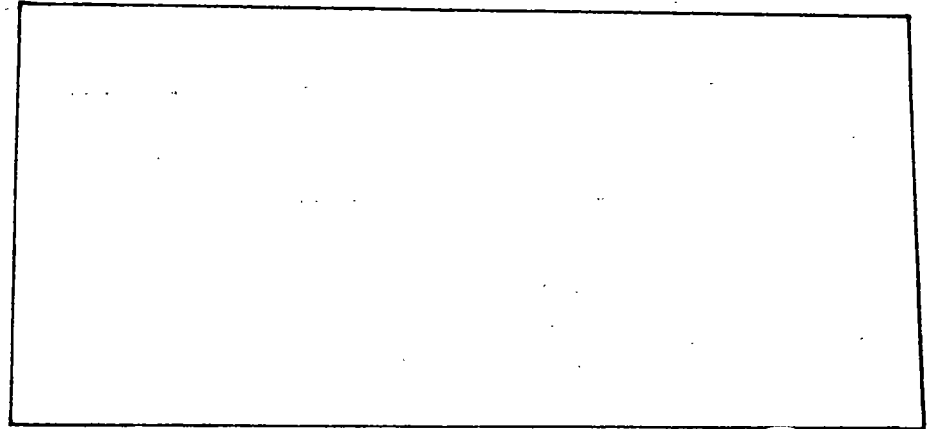
Sounds affect us

Sounds that we like	Sounds that we dislike
Why I feel	Why I feel
Why I feel	Why I feel

A. Noise Pollution

1. What is noise pollution?
Give some examples.

2. Draw a picture full of noise pollution.



Experiment
Booklet


HURRAY! A GREAT
BOOK OF SCIENCE
EXPERIMENTS
FOR KIDS!



LIBRARY
RESOURCE
CENTRE



Name: _____

Object to hit with	List of Objects to Hit	Vibration (soft or loud)		Arrange sounds in order from Loud to Soft
		Predict	Observe	
Wood 	1. Metal pole at adventure playground			
	2. Tree			
	3. Front cement stairs			
	4. Plastic chair			
Rubber Mallet Head	1. Metal pole at adventure playground			
	2. Tree			
	3. Front cement stairs			
	4. Plastic chair			
Metal Tongs	1. Metal pole at adventure playground			
	2. Tree			
	3. Front cement stairs			
	4. Plastic chair			

CONCLUSION: Now that you have arranged your sounds from loud to soft, why do you think some objects produce louder sounds than others? _____

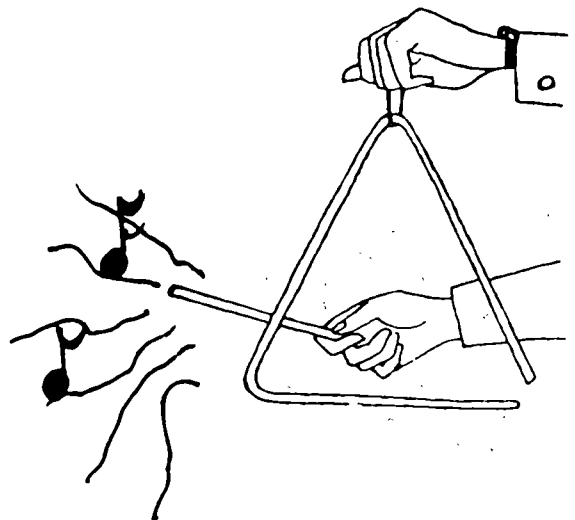
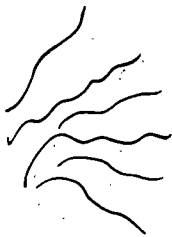


EXPERIMENT 2

1. What happens when you suspend a triangle and hit it with a metal mallet?

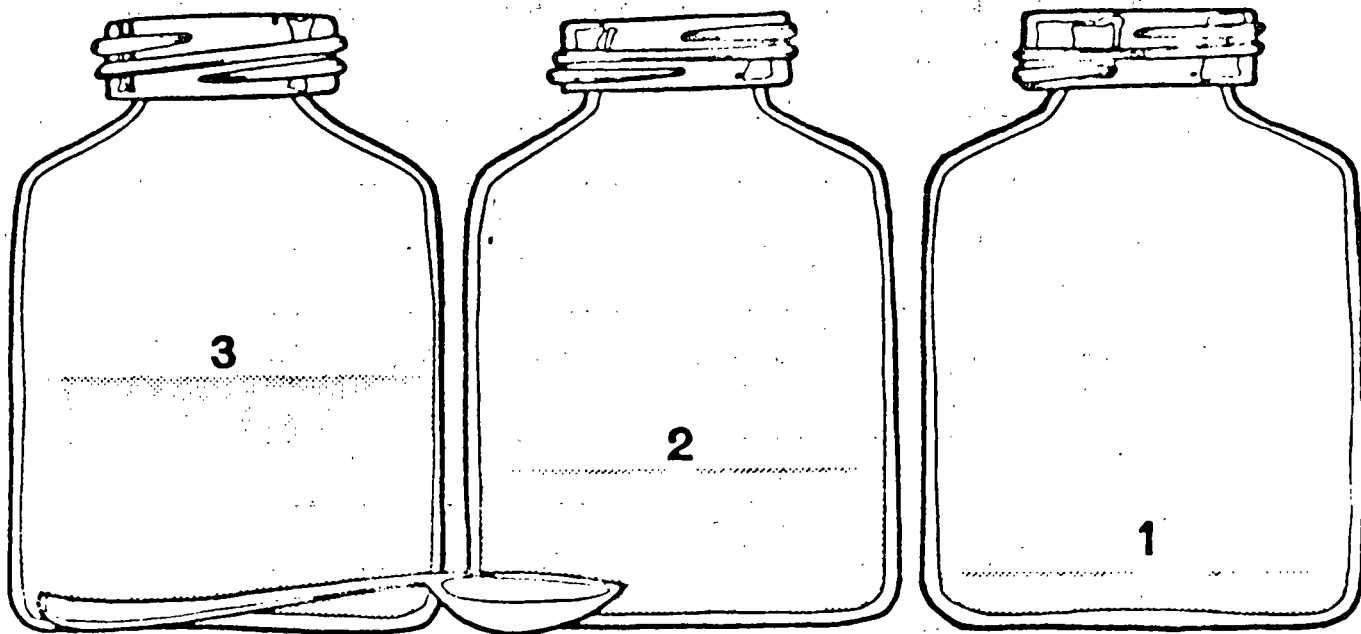
2. What happens when you hold on to the triangle with your hand and strike it at the same time?

3. What happens when you submerge a vibrating triangle into water? Why?



EXPERIMENT 3

- a) Fill one jar half full of water. Tap it with the spoon. It should make a deep sound.
- b) Fill the second jar a little less than half full. Tap it. The sound should be higher than the first jar.
- c) The last jar should have just a little water in the bottom. Tap it. It should sound higher than the other two jars.
- d) Number the jars as shown in the picture.



- e) The different levels of water produce different PITCHES of sound. Play the song "Mary had a Little Lamb." Here are the first 3 notes- play the rest of the song and record the correct numbers from the jars.

1, 2, 3, _____



EXPERIMENT 4

Work with a partner. Stand on a chair beside the pamphlet file. Take each end of the string and place it in your ear. Swing the spoon so it hits the pamphlet file.

What do you hear? _____

What does your partner hear?

What invention is based on this concept?

Can you think of another one?



EXPERIMENT 5

Try the different tin-can telephones.

Think about these differences:

loose-tight string,

long-short string,

close to - far from the ear

What is the best way for you to hear using the tin-can telephone?



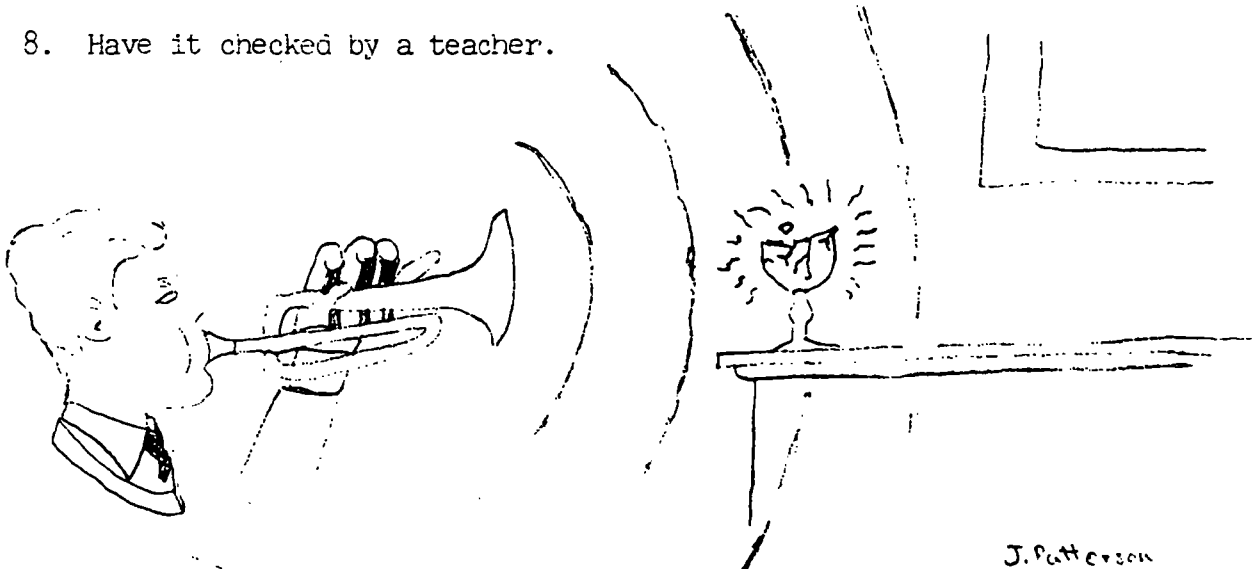
DICTIONARY INSTRUCTION CARD

1. Choose one word from the list of "words about sounds" found below.
Make sure no one else has chosen the same word.

WORDS ABOUT SOUND

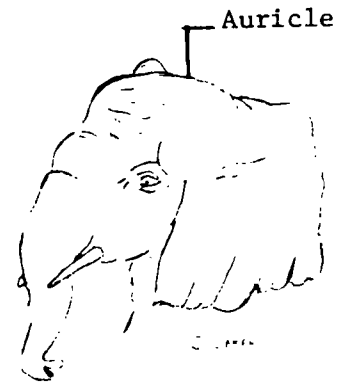
vibrate	vocal cords
sound	noise
sound waves	larynx
voice	thunder
transmitter	echo
decible	

2. Take a piece of rough copy paper and write your word at the top.
3. Get a dictionary and find the following for your word:
 - a) definition
 - b) syllables
 - c) pronunciation
 - d) accent marks
 - e) write a sentence using the word
4. Have a teacher mark your rough copy
5. You are now ready to complete your good copy.
Think of an interesting shape that would remind people of "sound".
(eg. an ear, radio,). Try to think of an original idea.
6. Get a piece of the drawing paper. Trace and cut out the outline
of your "sound" shape.
7. Complete your good copy on this large "sound" shape.
8. Have it checked by a teacher.



ENCYCLOPEDIA INSTRUCTION CARD

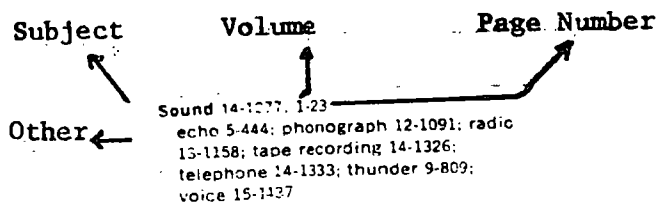
1. Read the Index Information card.
2. Read the Note-taking Information card.
3. Where possible answer questions using notes.
4. Take 1 booklet called "Learning About Sound
using the Golden Book Encyclopedia".
5. Each person should start on a different page.



INDEX INFORMATION CARD

An index tells you where certain information may be found. The index to an encyclopedia lists subjects in abc order. It tells the volume or book's number and the page number where the subject is found. The index is usually at the end of a book or the last book in a set of encyclopedias.

Look at the example below to see how to read an index.



Using the index, find information about the VOICE.

i) Our vocal cords alone do not make it possible for us to say or sing words. List three other parts we need to talk. i) _____

ii) _____

iii) _____

Illustrate the parts needed to talk.

Using the index, find and skim information about SOUND.

ii) Skim by running your finger down the page until you find the word decibels.

iii) What do decibels measure? _____

iv) What is the decibel count for a train whistle? _____

v) What is the decibel count of noises that can kill rats and mice? _____

Using the index, find information about the EAR.

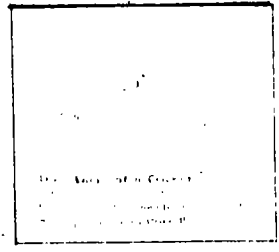
i) We use our ears to: _____

ii) The three parts of a person's ear are: _____

iii) Read and fill in the chart:

Animals with- cut ears	Animals with different ears	Animals that can hear better than people

Learning about SOUND






using the ...
Golden Book
Encyclopedia

NAME: _____

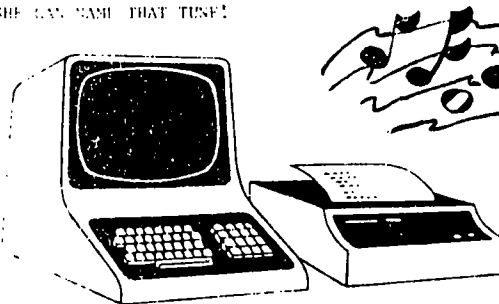
ASSIGNMENT SHEET

*Note: When you see the letter "C" in the directions, this means computer.

1. LOAD DISK
2. TYPE LOAD "S", 8
3. PRESS RETURN
4. TYPE LIST
5. TYPE LOAD "PIANO", 8
6. PRESS RETURN
7. WHEN C SAYS READY TYPE RUN
8. PRESS RETURN
9. WHEN C SAYS PIANO CLASSY INTRODUCTION - TYPE Y
10. WHEN C SAYS PICK ONE TYPE 3
11. WHEN C SAYS ENTER NOTES TYPE IN G H G F D F G S D F D F G
G H G F D F G S G D A A
12. PRESS  BUTTON
13. WHAT SONG DID YOU JUST HEAR?
NAME THAT TUNE ). _____
14. PRESS RETURN.
15. WHEN C SAYS PICK ONE TYPE 3
16. COMPOSE YOUR OWN TUNE
17. PRESS  BUTTON
18. PRESS RETURN
19. WHEN C SAYS PICK ONE TYPE 3
20. THINK OF A COMMON TUNE AND SEE IF YOU CAN TYPE IT INOT THE COMPUTER. PUT
THE LETTERS FOR THE NOTES ON THIS LINE: _____

PRACTICE YOUR TUNE.

WHEN YOU THINK YOUR TUNE IS RECOGNIZABLE ASE A TEACHER TO LISTEN TO SEE IF
SHE CAN NAME THAT TUNE!



AN APPRECIATION OF LITERATURE THROUGH PUPPETRY
LEARNING ENRICHMENT / Grade 5

TEACHER-LIBRARIAN: Mrs. Patricia Shields

TEACHER: Mrs. Sheila Herman

SCHOOL: Lord Kitchener Elementary, S.D. # 39 (Vancouver)

A. UNIT BACKGROUND

Ten Grade Five Enrichment pupils engaged in a study of puppetry for a period of 13 weeks, employing the learning skills of creative and critical thinking in order to develop an appreciation for literature. Acting as agents, they encouraged the appreciation of quality literature by other students of Lord Kitchener Elementary School.

Products: 1) Puppets
2) Scripts
3) Puppet shows

B. PROCESS OF PLANNING

1. Initiation

The classroom teacher was concerned about the lack of appropriate communication skills exhibited by her students. Some were very introverted, while others showed disruptive patterns of communication. She wanted to plan a unit with the teacher-librarian which would foster the confidence necessary to good communication and the awareness of what is appropriate and when it is appropriate.

2. Objectives

The student will:

- explore the field of puppetry.
- develop script-writing and story-telling abilities.
- bring stories to life.
- perform puppet shows for the student body in an effort to foster literary appreciation and motivate students to read.

- extend the Learning Enrichment Centre students' experience in oral expression.
- develop a knowledge of and love of literature.
- share this knowledge and love of literature with the student body.

3. Activities

To encourage the development of higher level thinking skills such as analysis, synthesis and evaluation, resource persons were used to introduce the pupils to the art of puppetry. These resource people provided a structure for the enrichment pupils to design and create puppets based upon their own original scripts. Through peer involvement the pupils developed such socializing skills as cooperation, communication and appropriate interaction. The activities culminated in a formal presentation to the other classes, and promoted the appreciation of literature. Week-by-week activities are outlined in the section ACTUAL UNIT.

4. Preparation & Teaching Responsibilities

As described in unit outline.

5. Evaluation of Student Achievement

A pretest (see Sheet A - Literature Survey) and a post-test (Sheet D - Critical Thinking Skills Test) were utilized. However, observation leading to anecdotal reporting was the main method of evaluation.

C. ACTUAL UNIT

Week I (3 hours per week)

- 1) The L.E.C. teacher and the teacher-librarian introduced the unit.
- 2) Students completed the Literature Survey (Sheet A).
- 3) Both teachers demonstrated how to make and present shadow puppets.
- 4) Students prepared shadow puppet play based on an Aesop's Fable.

Week II

- 1) Students presented their shadow puppet plays.

- 2) Students discussed the moral of each of the plays.
- 3) Students evaluated the presentations.
4. Teachers demonstrated the rolled paper puppets.
- 5) Individual students created a puppet presentation using different types of puppets based upon a different Aesop's Fable.

Week III

- 1) Pupils worked in pairs synthesizing two fables to create a new puppet presentation.
- 2) Students presented, discussed, and evaluated each of the presentations.

Week IV

- 1) A resource person from the Vancouver Puppetry Guild presented a workshop on (a) creating different types of puppets using a variety of materials, and (b) steps to develop an effective puppet play.
- 2) Students brainstormed to compile a list of materials needed to make puppets. They were asked to bring these materials to school.

Week V

- 1) Students experimented in the creation of a puppet play based on a nursery rhyme. They were required to
 - (a) change the content of the nursery rhyme
 - (b) maintain the cadence
 - (c) create a new puppet with materials not previously used.

Week VI

- 1) Teachers directed a discussion of effective storytelling techniques.
- 2) Pupils implemented these techniques by dramatizing a story they created about themselves.

Week VII

- 1) Terri Clark, Children's Librarian from the Vancouver Public Library (Main Branch), demonstrated and discussed the techniques of effective storytelling using puppets.
- 2) Students recorded and summarized major points related to utilizing puppets as an aid to telling stories. (See Sheet B - Storytelling Using Puppets.)

Week VIII

- 1) In preparation for a story-to-puppet adaptation, students completed the Critical Thinking Skills Test (Sheet D).
- 2) One teacher read the story The Crane Maiden, while students completed the Story-Puppet Adaptation (Sheet C) indicating how they would adapt the story into a puppet play.
- 3) Teachers performed the puppet play The Crane Maiden. Afterwards the students discussed and evaluated how the script was adapted to a puppet play.
- 4) Students then selected an appropriate primary library book. When suitability of choice was confirmed by the teacher, the same Story-Puppet Adaptation (Sheet C) was to be completed for their book.

Week IX

- 1) Each student was assigned the task of creating one puppet script based on their library book after they completed the Script Proposal (Sheet E)
- 2) Teachers provided direction and assistance where needed.

Week X

- 1) Students edited and perfected scripts to be submitted for typing.

Week XI

- 1) Students created appropriate puppets capitalizing on the various types of puppets as demonstrated by the Puppetry Guild workshop teacher during Week IV.

Week XII

- 1) Each student designed sets, prepared props, and recorded sound effects for their individual puppet productions.

Week XIII

In honour of National Book Week, students cooperatively planned a presentation which consisted of:

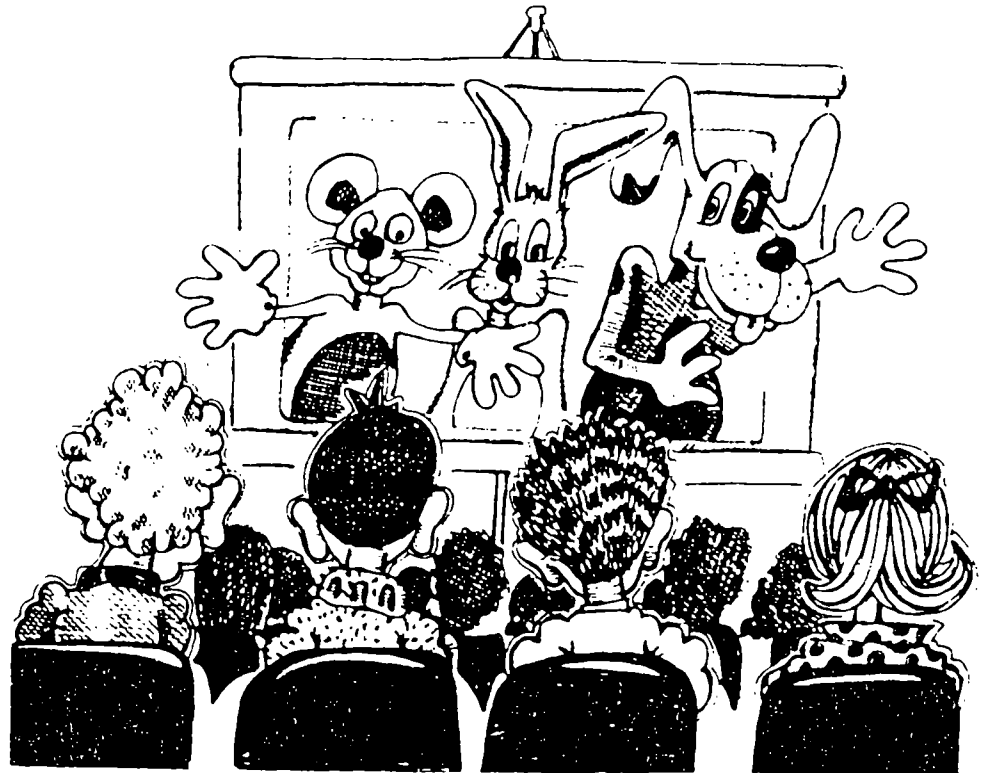
- (a) narrator's introduction to the specific primary library books
- (b) the individual students' puppet plays.

NOTE: All students were expected to perform various roles in all of the plays. This encouraged spontaneous performances from those students who were most reserved.

D. EVALUATION AND REVISION OF THE UNIT

Evaluation was based upon:

- 1. a survey carried out prior to and following this project.**
- 2. an accumulated record of the enrichment pupil's participation and achievement.**
- 3. productivity and appreciation of puppetry and literature as demonstrated by the number of students who participated in the creation of puppets and scripts in the permanent puppet centre located in the Library Resource Centre.**



Name: _____

SHEET A

LITERATURE SURVEY



Timeline of my favorite literature

3 - 5 years	5 - 7 years	7 - 9 years	9 years & up

2. How were you introduced to these stories?

3. What were some things that contributed to impressing you about these stories?

4. Do these stories fall under any special categories? List them.

5. If you were going to try to share your stories how would you do it?

6. If you were going to try to encourage others to develop an appreciation for literature how would you do it?



NAME: _____

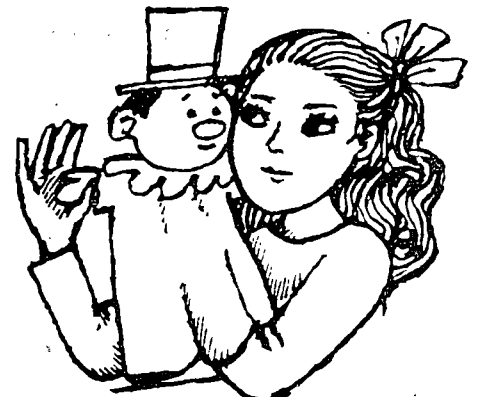
I. STORY- TELLING USING PUPPETS

SHEET B

A. PRESENTING AN EFFECTIVE PUPPET SHOW

B. CHANGING AND ADAPTING A STORY INTO A SCRIPT

C. TYPES OF BOOKS TO USE



STORY- PUPPET ADAPTATION- GRADE 5
LEARNING ENRICHMENT

NAME: _____

SHEET C

INTRODUCTION:

CHARACTER:

PROBLEM:

CHARACTER:

CLIMAX:

PROPS:

RESOLUTION:

OTHER _____ :



L. E. C.

Grade _____

Name: _____

SHEET D (front)

Critical Thinking Skills Test

I. Fluency:

a) List as many characters (human) from books as you can.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(continue on other side, if necessary)

II. Flexibility:

a) Name all the types of books in which your characters can be found?

(add any others you can think of)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

III. Originality:

Think of a new invention which might be used to solve the problem of a character in one of your favourite books.

Description: _____



SHEET D (back)

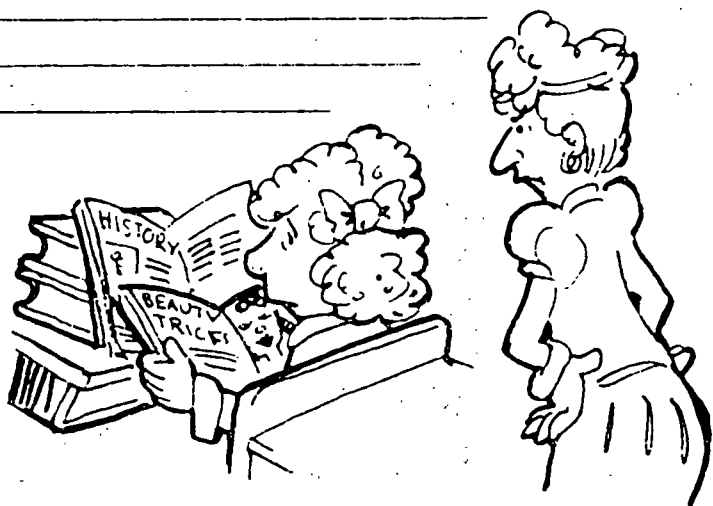
Briefly Sketch your invention

IV Elaboration:

Brainstorm: how might we change our daily schedule to have more time for reading?

V Evaluation:

Evaluate a book you have just read. List all of its good points.
List all of its bad points.
Tell why you would or would not recommend it to a friend.



Grade 5

Name: _____

SHEET E

SCRIPT PROPOSAL
LEARNING ENRICHMENT

1. List Characters:

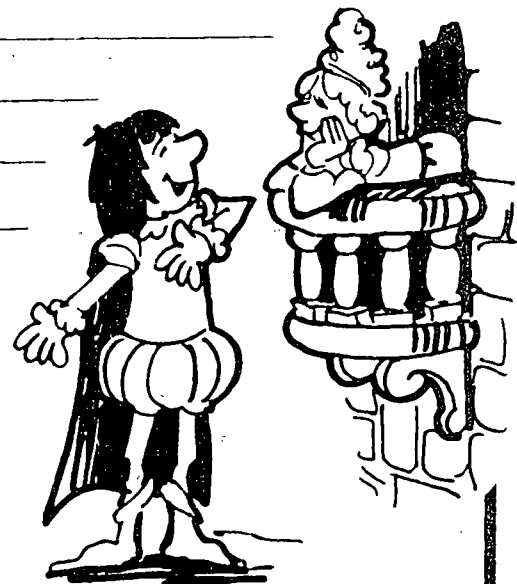
2. How many scenes _____

3. Setting for:
Scene I _____

Scene II _____

4. List props:

5. Other: _____



MEDITERRANEAN / SOCIAL STUDIES
Grade 7

TEACHER-LIBRARIAN: Joan Harper

TEACHER: Eileen Anderson

SCHOOL: Maple Grove Elementary, S.D. # 39 (Vancouver)

A. UNIT BACKGROUND

12 periods

Product: Booklet

B. PROCESS OF PLANNING

1. Initiation

The teacher-librarian initiated and developed the unit to eliminate the overlap of the existing Grade 7 social studies curriculum with the new Grade 8 social studies curriculum.

2. Objectives

The student will:

- study the culture of the people of one geographical area in depth.
- develop mapping skills.
- use specialized encyclopedias.
- know some Mediterranean ports.
- know some of the land and sea animals of the Mediterranean.

3. Activities

Six centres each including: title page (sample included for one only), an instructional job card and student worksheets.

4. Preparation & Teaching Responsibilities

Teacher-librarian prepared the job cards while the teacher prepared the student worksheets and student notebooks.

5. Evaluation of Student Achievement

Each centre was evaluated out of 20 possible marks. The teacher-librarian and teacher each evaluated three centres. The following criteria were used:

- a) completeness
- b) accuracy of content
- c) application of skills
- d) finished product

C. ACTUAL UNIT

The complete unit is included except for title pages for centres #2 through #6. See following pages.

B. EVALUATION AND REVISION OF THE UNIT

It is best to set time limits for students to complete each of the six centres. See following material for details on evaluation, etc.

MEDITERRANEAN PORTFOLIO

The Mediterranean Portfolio was developed as a teacher-student resource to extend the curriculum by designating materials for six stations. It should be noted that each section of the portfolio could be further developed as a specific unit of study.

As the portfolio is designed, it could be used to support any one of the following "Organizational Structures for Teaching Life in the Mediterranean":

- A. Classroom - One way materials on the Mediterranean could be housed and used entirely within the classroom. Sets of The Mediterranean, Its Lands and Peoples by D. Clee, W. Hildebrand and M. Wooley are available as well in most schools to support this approach. In addition, materials from the school's resource centre are available (see attached bibliography). "The Portfolio on the Mediterranean" which accompanies this document was developed specifically for this unit and lends itself to adaptation and use for a variety of tasks by a teacher choosing to work in this way.

- B. Classroom and Resource Centre - An alternative to using and housing materials in the classroom is to organize the materials much as in the previous description but to assign one component as a student research assignment. (One of the following activities, "Mediterranean Ports of Call" is an example of such an assignment.) This approach must be planned cooperatively with the teacher-librarian. Times need to be scheduled for students to work in the library. The teacher-librarian must take teaching responsibility for students working under his/her direction on the research component of the unit, and the classroom teacher must take responsibility for the content covered in the classroom. It is important they complement each other.**
- C. Resource Centre - This unit on the Mediterranean also lends itself to being taught entirely within a school resource centre. Often a station approach is most successful when an entire class is working in a library at one time. Usually six to eight research stations are planned with the teacher-librarian. Students are divided into groups and rotate through all stations (see attached example of stations). This approach requires careful planning with the teacher-librarian. It is necessary to know exactly what is going to be covered, how it is to be covered, what materials are going to be used and how the unit will be evaluated. It must be decided who is to prepare which materials and who is to mark which parts. This is a team teaching situation where both the teacher and the teacher-librarian work with the students in the resource centre. It has the advantage of reducing the pupil-teacher ratio.**

#1 THE

MEDITERRANEAN



MAPPING - Station #1

1. Using the Oxford School Atlas to guide you place the names of the countries surrounding the Mediterranean Sea on the political map provided for this station.

2. Using the Oxford School Atlas to guide you place the names of the physical features of the Mediterranean region on the map showing physical features provided for this station.

Countries

Albania

Algeria

Bulgaria

Cyprus

Egypt

France

Greece

Italy

Israel

Jordan

Lebanon

Libya

Malta

Morocco

Portugal

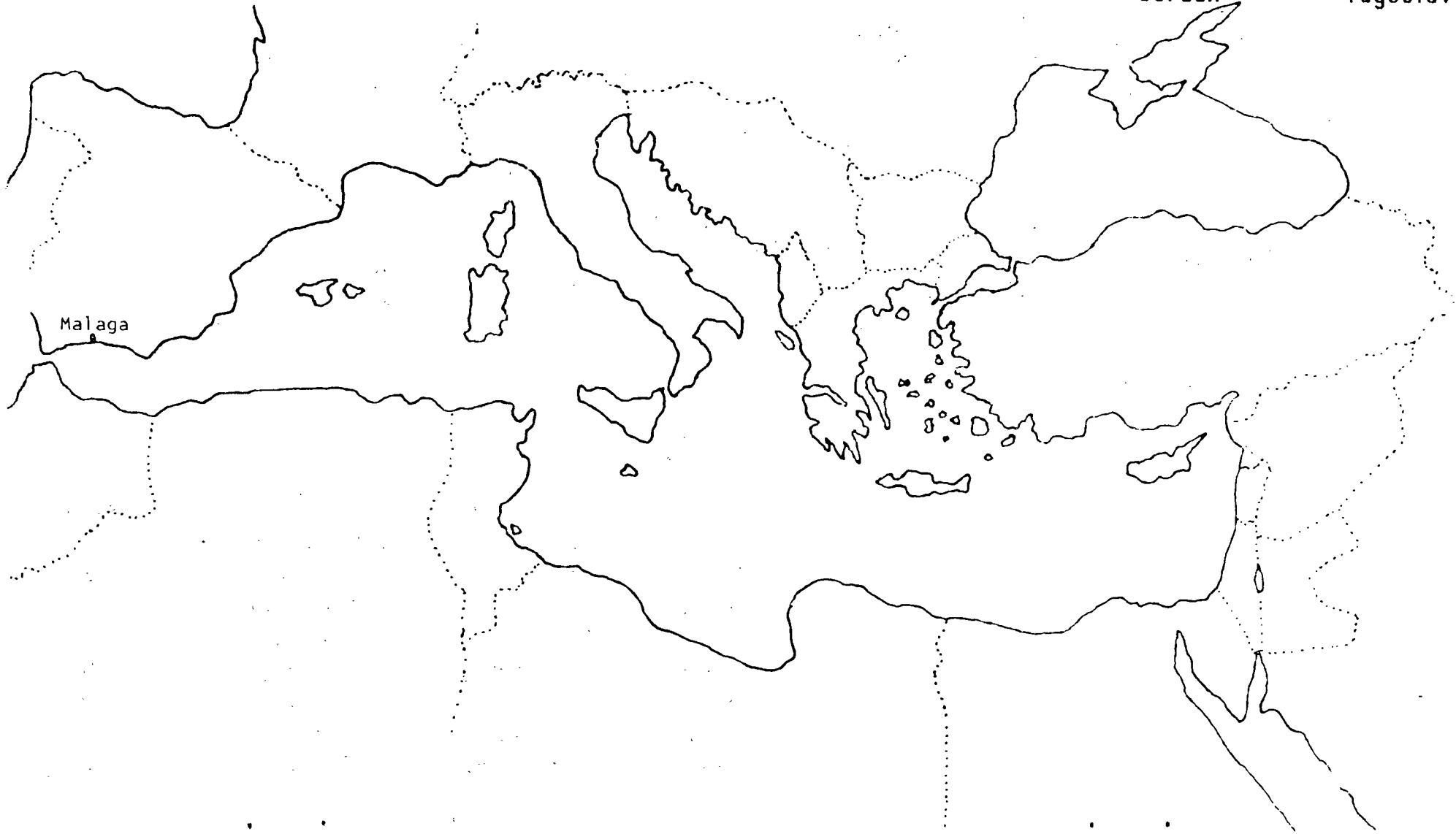
Spain

Syria

Tunisia

Turkey

Yugoslavia



Rivers

Ebro
 Danube
 Dnieper
 Don
 Jordan
 Nile
 Po
 Rhone
 Tiber

Seas

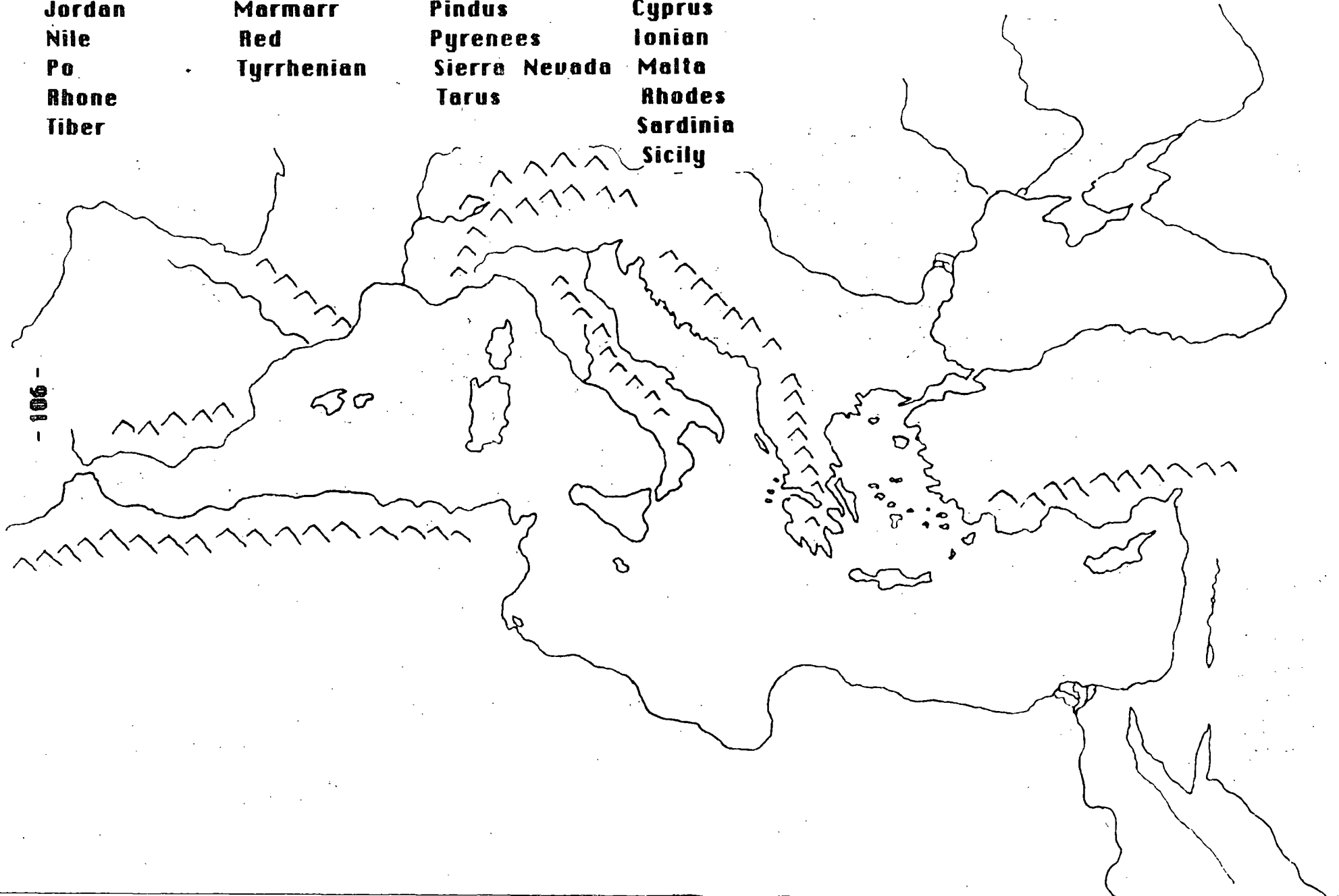
Adriatic
 Aegean
 Black
 Ionian
 Marmarr
 Red
 Tyrrhenian

Mountains

Alps
 Apennines
 Atlas
 Dinaric Alps
 Pindus
 Pyrenees
 Sierra Nevada
 Tarus

Islands

Balearic
 Corsica
 Crete
 Cyclades
 Cyprus
 Ionian
 Malta
 Rhodes
 Sardinia
 Sicily



ANIMALS OF THE MEDITERRANEAN - Station #2

1. From the chart provided at this station choose one Land Animal native to the Mediterranean region. Using the Wildlife Encyclopedia research this animal answering the questions on the sheet accompanying this station.

2. From the chart provided at this station choose one Sea Animal native to the Mediterranean region. Using the Wildlife Encyclopedia research this animal answering the questions on the sheet accompanying this station.

A N I M A L S

1. Description:
 - a. Size, shape, color, special markings
 - b. Similar species
 - c. Methods of protection against enemies

2. Where found? ex. What part of the Mediterranean?

3. Habitat, ex. forest, ocean, etc.

4. Food

5. Reproduction
 - a. How many young does it have at once?
 - b. How does the mother look after the young?
 - c. How long do the young stay with their mother?

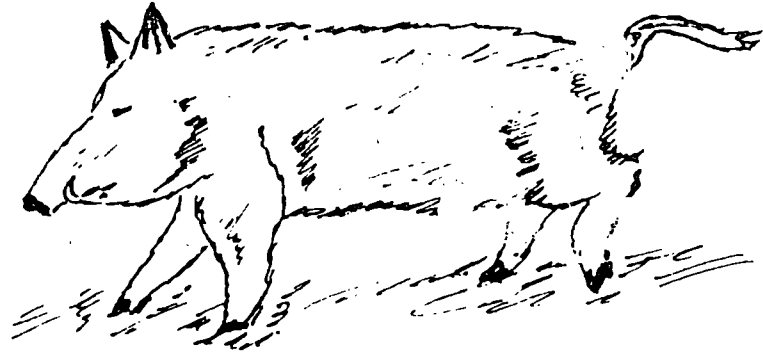
6. Is the animal helpful or harmful to man?

7. Draw a picture to show as much as possible of the above.

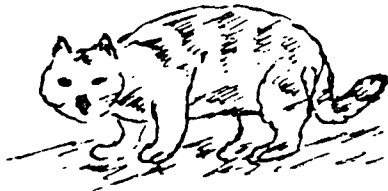
Land Animals of The Mediterranean



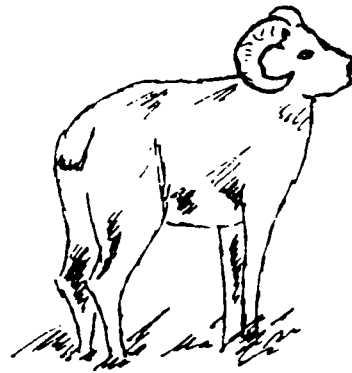
European Wolf



Wild Boar



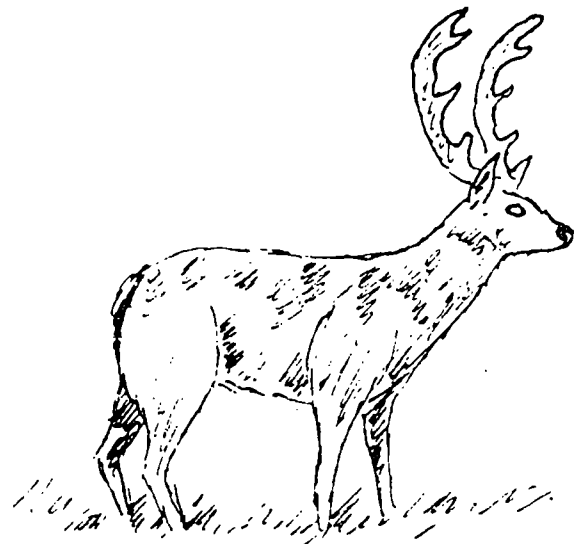
Wild Cat



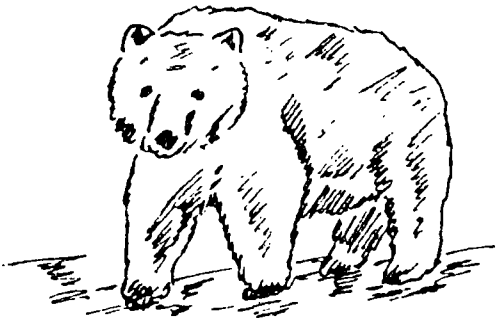
Mouflon (Wild Sheep)



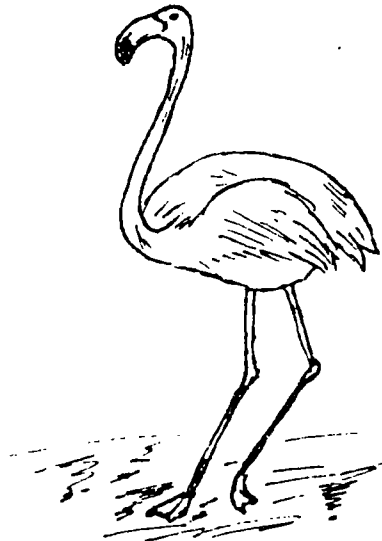
Iben



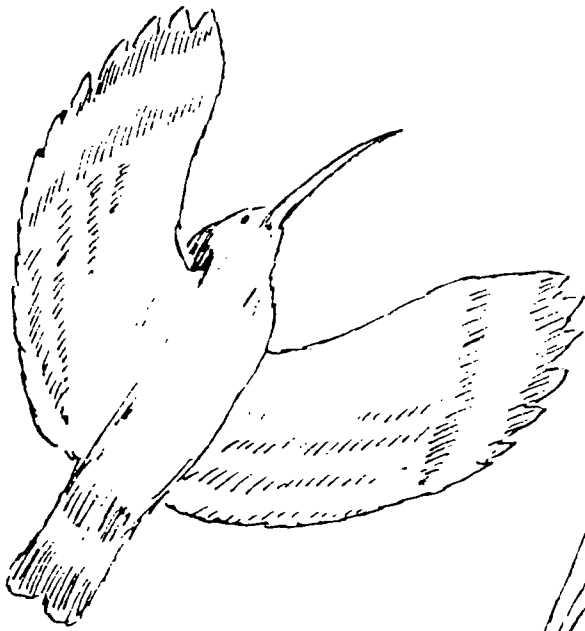
Fallow Deer



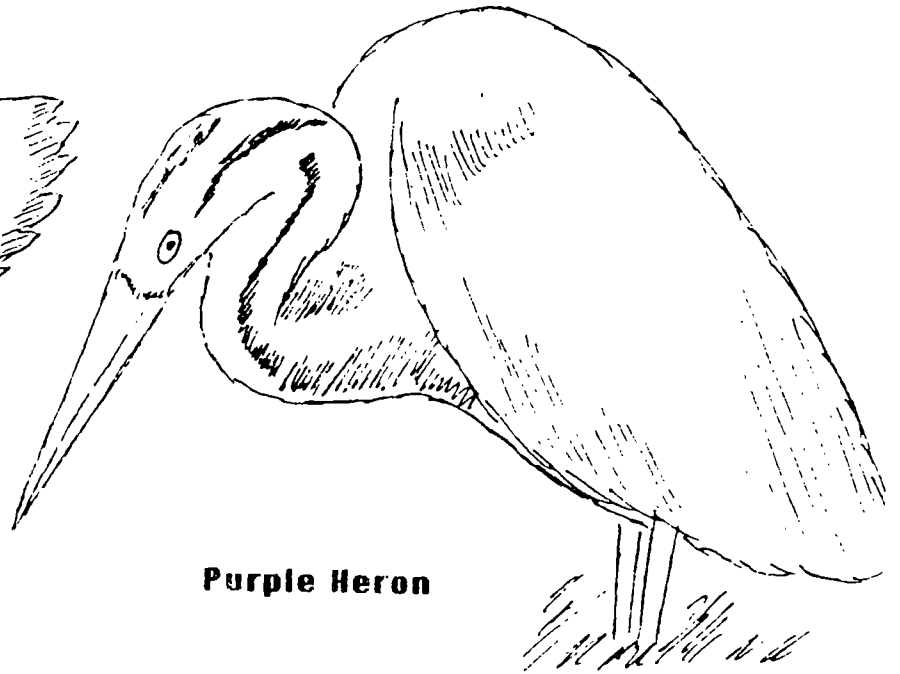
European Brown Bear



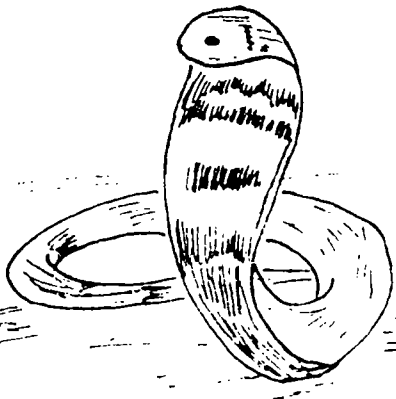
Flamingo



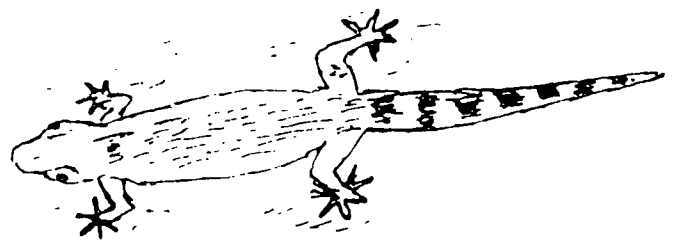
Hoopoe



Purple Heron

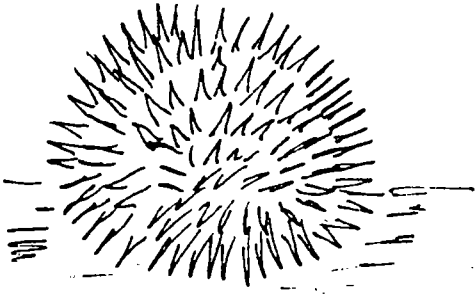


Egyptian Cobra

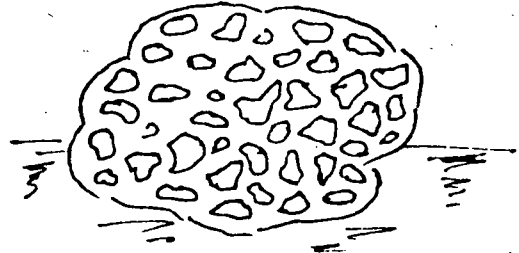


Gecko

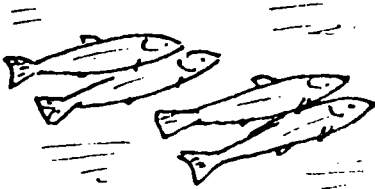
Sea Animals of The Mediterranean



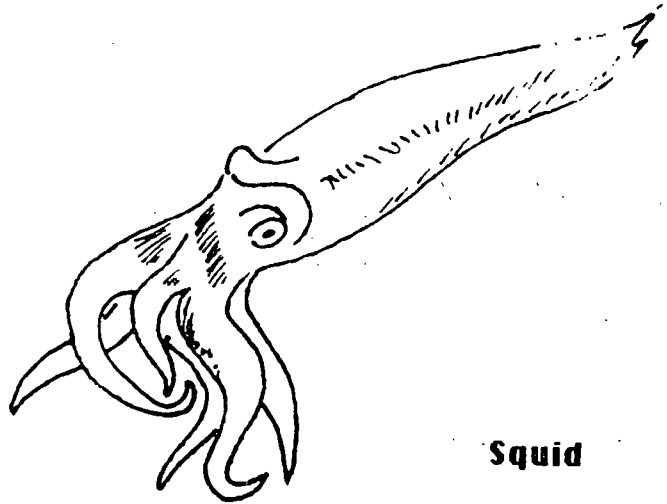
Sea Urchin



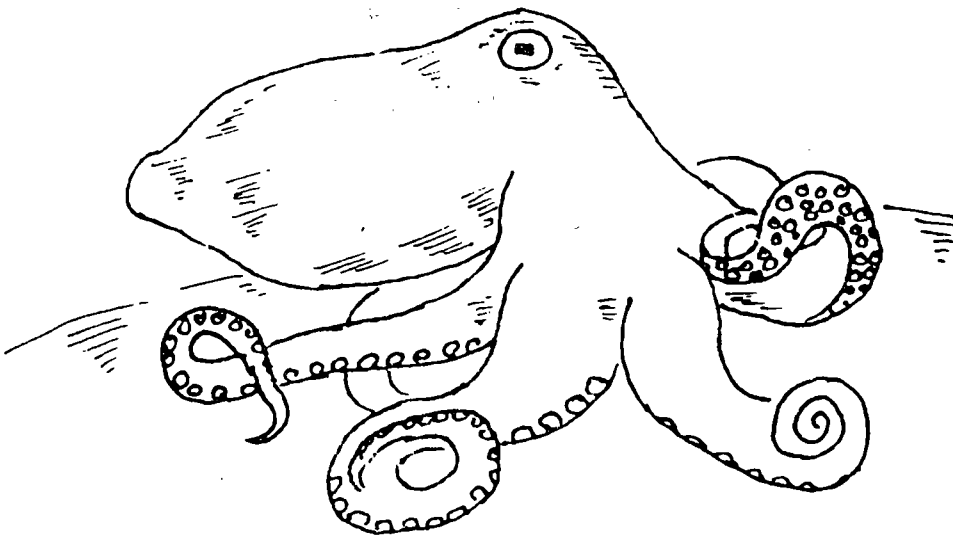
Sponge



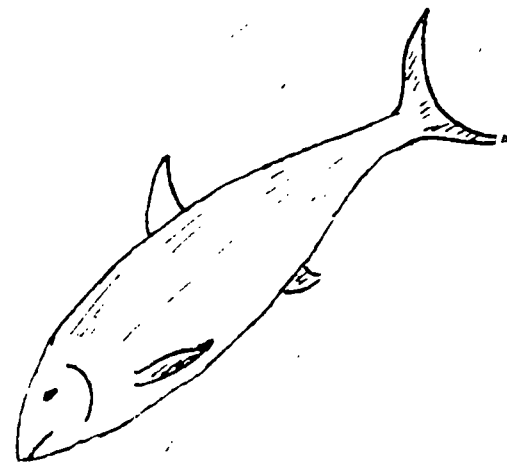
Sardine and Anchovy



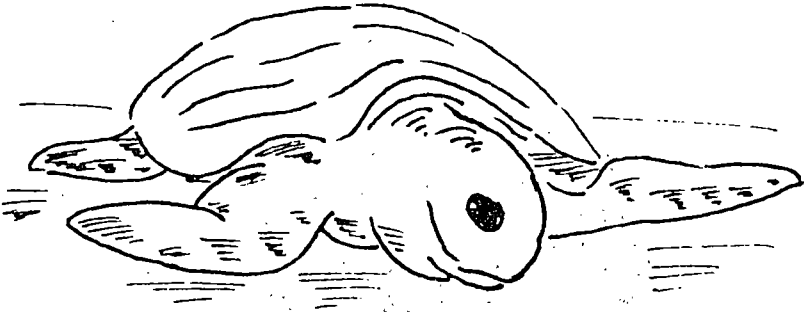
Squid



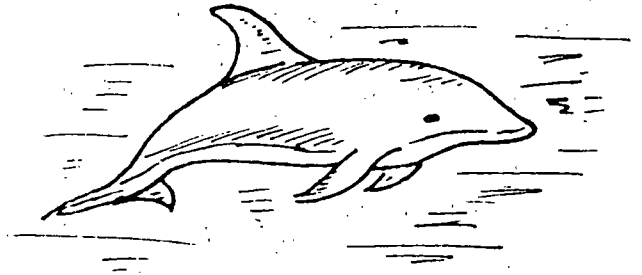
Octopus



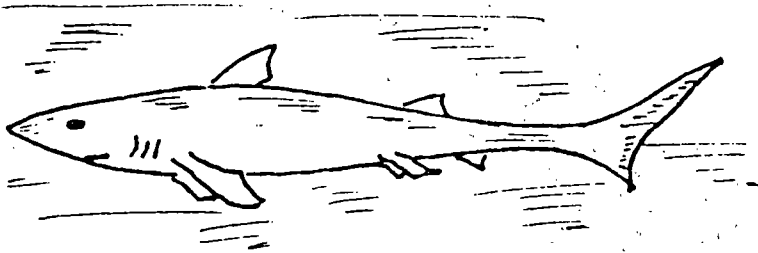
Tuna



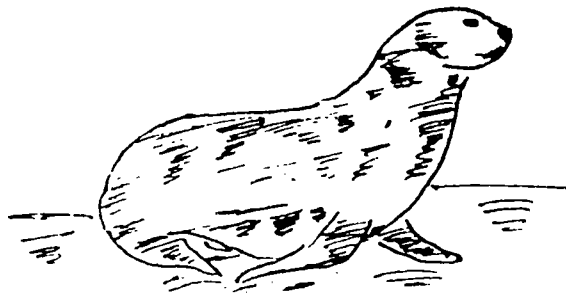
Green Sea Turtle



Dolphin



White Shark



Monk Seal

MEDITERRANEAN PORTS OF CALL - Station #3

Plan a cruise around the Mediterranean Sea on your own yacht. Select eight ports at which to stop. You will start and finish in Malaga, Spain. Fill out fact sheets provided for this station for two of the ports at which you call

MEDITERRANEAN PORTS OF CALL

FACT SHEET

Name of port _____

Country it is located in _____

The capital city of this country is _____

The population of this country is _____

Our currency is measured in dollars. The currency of this country is measured in _____

The spoken and written language of this country is _____
Some sights visitors might want to see are: _____

The major industries of the country produce the following products:

MEDITERRANEAN PORTS OF CALL

On the lines below list 8 ports at which you are going to stop on your trip around the Mediterranean. You will start in Malaga, Spain and return there for a flight home to Vancouver, B.C. Organize your trip so you will have as much time for sighting as possible.

	PORT	COUNTRY	MAP INDEX
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

Place a dot for each port and Malaga on your map of the Mediterranean. Print its name beside it.

THE MEDITERRANEAN REGION - Station #4

1) The Mediterranean region is often referred to as the "cradle of civilization". Using the books provided at this station and from your own knowledge in 4 or 5 sentences describe what this means.

2) Mediterranean civilization grew up on the shores of a great sea so men used the sea as a means of transportation. Choose one ship from the chart "The Beginning of Navigation"* and find out more about it. Use the books provided at this station to help you. Write a paragraph describing the ship you chose including the features that made it distinctive and it's uses.

Reference: Heyerdale, Thor
Early Man and the Oceans
Doubleday 1979 or Random 1980

MEDITERRANEAN FOODS Station #5

1) This station provides you with books about food in countries around the world. Find one recipe for each of three different Mediterranean countries. Copy them and say for what meal or occasion you would use the recipe.

2) Plan a three course meal. Each course may come from a different Mediterranean country or they may all come from the same country. Copy the recipes and illustrate the meal. Explain in a few sentences how this meal is similar to or different from one you would eat in your home.

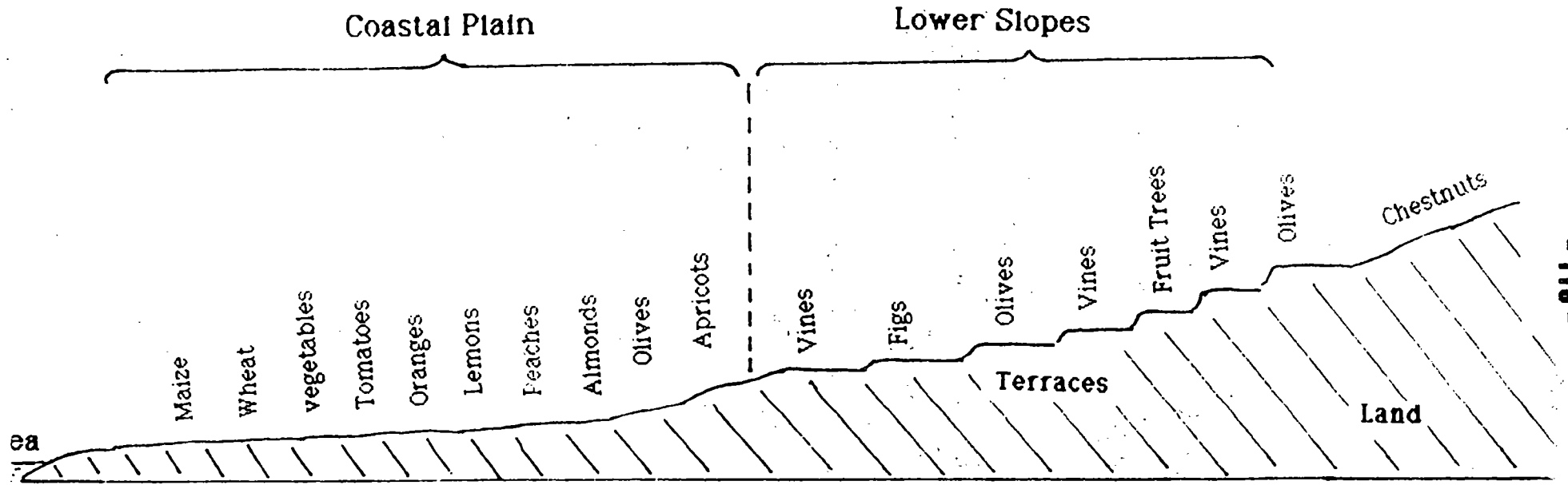
CHIP TALK - CLIMATE AND ENVIRONMENT - STATION #6

1. Read the article "Climate and Vegetation"* provided at this station. Be prepared to discuss it.
2. Chip talk

Take 6 chips from the box provided. The group at this station will discuss how the climate influences the lives and activities of people living around the shores of the Mediterranean Sea. Think before you contribute - each person in the group will get 6 chances to express his/her opinions. Each time you talk, you put one of your chips back in the box.
3. Write a short paragraph describing the term "Mediterranean Climate".
4. Prepare a drawing of the landscape showing a variety of the crops identified on "The Location of Crops".

* Select an appropriate article for this activity.

The Location of Crops



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(Rivers of the World).
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(World Today).
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- Paul, Geoffrey D. Living In Jerusalem. Wayland, 1981. (Living in Famous Cities Series)

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- Worthington, Barton. The Nile. Wayland/Silver Burdett, 1978. (Rivers of the World).
- Zohar, Danah. Israel: The Land and Its People. Macdonald Educational, 1978. (Macdonald Countries).

* The visual geography series is dated in some instances. However, the series is continually updated one country at a time.

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- Masters, Robert V. Greece In Pictures. Sterling, 1974. (Visual Geography Series).
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- Nach, James. Turkey In Pictures. Sterling, 1974. (Visual Geography Series).
- Nach, James. Yugoslavia In Pictures. Sterling, 1975. (Visual Geography Series).
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The Middle East & North Africa 1983-84, 30th edition.
Europa Publications, 1983.

NOTE: SPECIAL REFERENCE \$120.00

A very detailed reference book that could be used by the teachers. It is available at some of the Vancouver Public Library Branches.

Editors' Note: All titles listed in this bibliography were in print as of June 1985.

MUSICAL COMEDY / MUSIC 8

TEACHER-LIBRARIAN: Mrs. Pat Parungao

TEACHER: Mrs. Judy Touzeau

SCHOOL: Killarney Secondary School, S.D. # 39 (Vancouver)

A. UNIT BACKGROUND

This is a 3 part, 5 period assignment to develop perceptual awareness and response to musical comedies.

Product: student worksheet booklet.

B. PROCESS OF PLANNING

1. Initiation

The music 8 teacher, Judy Touzeau, wanted her students to better appreciate the musical comedy, since Killarney presents one each spring. She approached the teacher-librarian to develop a cooperative unit on the topic. She had already planned several units with the teacher-librarian and felt comfortable with the approach.

2. Objectives

The student will:

- develop appreciation of musical comedies through an expanded background of information about the art form
- Other objectives are specified under Actual Unit, and are accompanied by activities and sample questions.

3. Activities

Students locate and extract specific information.

4. Preparation & Teaching Responsibilities

Following the initial contact, appropriate books were pulled by the library staff in preparation for the scheduled planning time. When the teacher and teacher-librarian sat down together, they found that there was not a large number of materials

available. This problem was easily solved, since Judy Touzeau wanted the students to understand specific vocabulary pertaining to performances and the theatre. On checking, it was ascertained that general dictionaries covered most musical terms. Judy Touzeau established the vocabulary list. Then the team followed a format from the Haycock/Ratcliffe workshop called "Computer Literacy Program" for the student vocabulary worksheets. From the teacher-librarian's point-of-view the incorporation of so many dictionary skills at the grade 8 level was very beneficial to students' skill development. During the working periods both teachers assisted the students.

5. Evaluation of Student Achievement

Both teacher and teacher-librarian participated in evaluation after a discussion which established criteria for an "A", a "B", etc.

C. ACTUAL UNIT

Objectives, activities and sample questions from the student booklet are listed for each of the three parts of the assignment.

Part I: Vocabulary (2 periods)

Objectives

The student will:

- locate sources of definitions for 26 words.
- understand the basic vocabulary of the musical comedy.
- paraphrase definitions in order to demonstrate understanding.

Activities

1. Teacher-librarian reviews the procedure for locating a book and has the students copy possible subject headings; eg., MUSIC - DICTIONARIES, THEATRE - DICTIONARIES, and ENGLISH LANGUAGE - DICTIONARIES.
2. Teacher or teacher-librarian reminds students to use the Table of Contents, Index and/or Glossary of a book if they use any book other than a standard dictionary.
3. Students are cautioned to locate a definition that is appropriate for a musical comedy, since many definitions are general; eg., Producer or Director.

4. Students are requested to paraphrase the definition.
5. Students must include the complete title and page numbers from their source.

Two Sample Questions

1. ORCHESTRA

Complete title _____

Complete Call # _____ Page #s _____

Definition (in your own words) _____

2. CHOREOGRAPHY

Complete title _____

Complete Call # _____ Page #s _____

Definition (in your own words) _____

Part II: American Composers (1 period)

Objectives

The student will:

- become familiar with a wide variety of musical comedy composers.
- name the major musicals created by a composer (or team).
- locate information such as the main songs and plot of one musical comedy.

Activities

1. Students copy possible subject headings; eg.,
MUSICAL REVUES, COMEDY, ETC.,
MUSIC - HISTORY AND CRITICISM,
surname of composer, etc.
2. Teacher or teacher-librarian reminds students to scan for information, and that sometimes a book has more than one index. Students will likely require more than one book to locate the necessary information.
3. Information may be gathered from regular non-fiction books, reference section books, or from record jackets.

Two Sample Questions

1. Name the major musicals (by title) which were created by your composer.
2. Select the most famous of the musicals. Briefly describe the story line. Remember to include the title of the main song, characters' names, setting and plot.

Part III: The Stage (2 periods)

Objectives

The student will:

- develop perceptual awareness of the stage setting of a musical comedy.
- locate sources of definitions for 14 words.
- identify parts of a stage from a floor plan.

Activities

Same as Part I, but substituting or adding appropriate subject headings.

Two Sample Questions

1. Same format as Part I. Possible vocabulary: backstage, wings, apron, etc.
2. Identify parts of the illustration by filling in the blanks with the correct terminology from the list. (Floor plan and vocabulary list given).

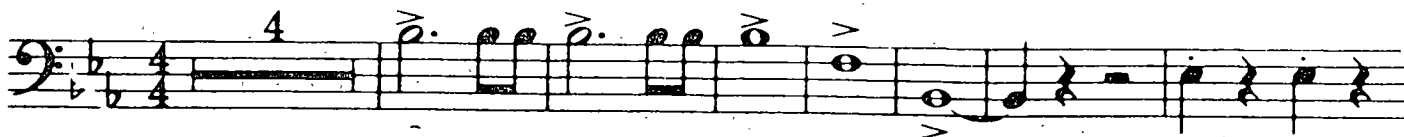
Part IV

The class, following this five period assignment in the library resource centre, would tour the school's stage, backstage, etc. areas and hopefully would attend Killarney's major musical presentation. Ideally, long-term benefits would include students' future attendance, appreciation and support for musical comedies.

D. EVALUATION AND REVISION OF THE UNIT

As students worked on the unit and problems were identified, changes were recorded on a copy of the student worksheet. The strength of the unit was that since so many regular dictionaries were possible sources, the lack of an extensive specialized music collection did not cause insurmountable problems. Additional resources were purchased for subsequent years, but were not absolutely essential to the success of the unit.

Allegro



RENAISSANCE BIOGRAPHY / SCIENCE BIOGRAPHY
Social Studies 8 / Science 8

TEACHER-LIBRARIAN: Gerry Kovach

TEACHER: Merilynn Armstrong (Social Studies) & Lee Venables (Science)

SCHOOL: Cedar Junior Secondary, S.D. # 68 (Nanaimo)

A. UNIT BACKGROUND

Science unit:

3 periods: 2 in library resource centre and 1 in classroom for presentations.

Product: Oral presentation of paragraph or speech outline

Social Studies unit:

One initial period in the library resource centre. Students also worked on their own over a 3 week time period, and were individually allowed LRC time when they were finished their regular classroom activities.

Product: Time line

B. PROCESS OF PLANNING

1. Initiation

The teacher-librarian initiated the unit, basing the original format of the unit on BCTF Lesson Aid # 2062, assignments 3 and 4. The three teachers involved wanted assignments strengthening grade 8 students' note-taking skills. However, they did not want to confuse the students as both the classroom teachers planned to use the note-taking unit at approximately the same time. It was decided that a biographical approach would best suit each subject area's requirements.

2. Objectives

The student will:

- become aware of the role of individual people in the history of a subject.**

- develop note-taking skills.
- produce an outline from the notes taken.
- select important events in the life of the individual studied.
- utilize 4 sources and produce a bibliography of these sources.

3. Activities

Students completed independent research on a person selected from an established list. See student assignment sheet which is given following the outline of the unit.

4. Preparation & Teaching Responsibilities

The teacher-librarian developed the assignment format, the student worksheet, and the chart posted in the Library Resource Centre titled "How to Write a Bibliography." Another responsibility was to check that the available resources supported the lists and to suggest necessary revisions where materials were lacking. The teacher-librarian also supervised and assisted the students in the LAC.

The classroom teachers supplied the original lists of names to be researched. The science teacher was also responsible for supervising and evaluating the classroom presentation.

5. Evaluation of Student Achievement

The teacher-librarian marked the note-taking and the bibliography while the classroom teachers marked the final product.

C. ACTOOL UNIT

Included are assignment sheets used in the library resource centre, with allocation of marks outlined.

D. EVALUATION AND REVISION OF THE UNIT

The unique aspect of these units is that they were cooperatively planned and taught between two subject areas and the teacher-librarian. The objectives were common, as was the format of part I of the assignment. Part II, the presentation of the information gathered, differed from one subject area to another. The only revision found necessary was that in an LAC with limited resources, students should be required to utilize three sources rather than four for the Science unit.

(assignment sheet)

SOCIAL STUDIES 8 - BIOGRAPHY ASSIGNMENT - RENAISSANCE

The people listed below were important during the time of the Renaissance. Choose one of them for your topic, then answer both Part I and Part II.

PART I: NOTE-TAKING

PROCEDURE:

1. Consult at least 4 sources.
2. For each source that you use you are to make notes ON NOTE-TAKING STRIPS summarizing the main events in your subject's life and the dates on which they occur. Write only one fact per strip. Use a separate page of note-taking strips for each of the 4 sources you use. You may need more than one page for each source. Staple them together.
3. Using your notes as a guide, decide on about 10 major events in the life of your subject. Write out these 10 major events on a separate page.
4. Make a bibliography of the sources you use. Use the chart on display in the library resource centre, How To Write a Bibliography, as your guide. Submit the note-taking strips, outline page and bibliography.

NOTE THE MEANING OF THESE TWO WORDS:

BIOGRAPHY - the written story of a person's life, &
BIBLIOGRAPHY - a list of books and articles

PART II: TIME LINE

PROCEDURE:

1. Study the attached time line* of the life of Marco Polo. You are to prepare a similar time line for the person you chose as your topic.
2. From your notes and outline sheet summarize into brief phrases, the major events in the person's life.
3. Decide on a visual way to present each major event.
4. Prepare your time line remembering the visual impression is very important.

* see BCTF Lesson Aid # LA 2062, p. 14 for the time line.

MARKS:

Note-taking	25
Sources	12
Outline - choice of events	13
Product - dates	10
- accuracy (scale)	5
- information	20
- neatness	10
- bonus	<u>5</u>
	100

RENAISSANCE BIOGRAPHY TOPICS:

Prince Henry the Navigator	Erasmus
Columbus	Sir Thomas More
Cortes	Petrarch
Pizarro	Baldassare Castiglione
Peter Minuit	Samuel de Champlain
Louis Joliet	Jacques Marquette
Frontenac	Bartolome de Los Casas
Affonso de Albuquerque	Bartholomeu Dias
Amerigo Vespucci	Ferdinand Magellan
Balboa	John Cabot
Sir Francis Drake	Henry Hudson
Cabral	Jacques Cartier
Denis Diderot	John Locke
William Harvey	Sir Isaac Newton
Nicholas Copernicus	Wolfgang Amadeus Mozart
Jean Jacques Rousseau	Galileo Galilei
Johann Sebastian Bach	Thomas Hobbes
Montesquieu	Voltaire
Johannes Kepler	Niccolo Machiavelli
William Shakespeare	Ignatius Loyola
John Calvin	Leonardo da Vinci
Johann Gutenberg	Pieter Bruegel
Michelangelo	Miguel de Cervantes
Lorenzo de'Medici	Ulrich Zwingte
John Knox	Martin Luther
Johann Tetzel	Donatello
Bruneldeschi	Raphael
Jan van Eyck	Albrecht Durer
Boccaccio	Rabelais

(assignment sheet)

SCIENCE 8 - BIOGRAPHY ASSIGNMENT - SCIENTISTS

The scientists listed below made important contributions to Science. Choose one of them for your topic, then answer both Part I and Part II.

PART I: NOTE-TAKING

PROCEDURE:

1. Consult at least 4 sources.
2. For each source that you use you are to make notes ON NOTE-TAKING STRIPS summarizing the main events in your subject's life and the dates on which they occur. Write only one fact per strip. Use a separate page of note-taking strips for each of the 4 sources you use. You may need more than one page for each source. Staple them together.
3. Using your notes as a guide, decide on about 10 major events in the life of your subject. Write out these 10 major events on a separate page.
4. Make a bibliography of the sources you use. Use the chart on display in the library resource centre, How To Write a Bibliography, as your guide. Submit the note-taking strips, outline page and bibliography.

NOTE THE MEANING OF THESE TWO WORDS:

BIOGRAPHY - the written story of a person's life, &

BIBLIOGRAPHY - a list of books and articles

PART II: PRESENTATION

PROCEDURE:

1. From your notes, select the main contribution that the person you have chosen made to the advancement of science.

EITHER

- A. Prepare a speech outline from your notes that will describe this person's contribution to Science;

OR

- B. Combine the relevant information from your notes into a paragraph or two describing this person's contribution to Science.

SCIENTISTS - BIOGRAPHY TOPICS:

LIST 1

Sir Francis Bacon
Robert Boyle
Charles Darwin
Charles Hall
Robert Hooke
Sir Isaac Newton
Wilhelm Roentgen
Anton van Leeuwenhoek
Jules Verne
Louis Agassiz
Henri Becquerel
John Jacob Berzelius
Anders Celsius
Nicolas Copernicus
Sir William Crookes
John Dalton
Sir Humphrey Davy
Daniel Gabriel Fahrenheit
Sir William Herschel
James P. Joule
John Kepler
Antoine Lavoisier
Dmitri Mendeleef
Joseph Priestley
J. J. Thomson
Avogadro
Ptolemy
Blaise Pascal
Ernest Rutherford
James Watt
Kelvin

LIST 2

Roger Bacon
Francis Baily
Hennig Brand
James Hutton
John Dollard
Christian Huggens
Hans Lippershey
J. S. Plaskett
Alastair Pilkington
Joseph Black
H. L. Callendar
Rene de Reaumur
Karl Jansky
Julius R. Mayer
Lothar Meyer
Grote Reber
Jean Rey
Ole Roemer
Count Rumford (Benjamin Thompson)
Thomas Seebeck
Marten Stromer
Harold Urey

Note: Each note-taking sheet has space for the student's name, and space to write the author, title, place of publication, publisher and year for the book used for that sheet. It also has nine strips in which notes are to be written, and a caution that there should be one fact only per strip.

VIDEO ADVERTISING / CONSUMER EDUCATION 10

TEACHER-LIBRARIAN: Mr. T. J. Pope

TEACHER: Mr. F. Giglotti

SCHOOL: Como Lake Junior Secondary School, S.D. # 43 (Coquitlam)

A. UNIT BACKGROUND

This unit extends over a period of three weeks, both in class and after school. Students watch commercials at home and then observe and analyze several teacher-selected ones at school in order to understand how the commercials achieve their intended effect. These activities culminate in a discussion of the elements of successful commercials. Then the class is divided into groups of three to script, perform, film and edit a one-minute commercial which will be judged on the basis of content, creativity and credibility.

B. PROCESS OF PLANNING

1. Initiation

Not included.

2. Objectives

The student will:

- develop critical judgment regarding television commercials.
- become aware of techniques used to persuade.
- discriminate propaganda from information.
- identify "loaded" words.
- develop creative skills in writing and performance.
- develop technical skills in filming, video and audio editing.

3. Activities

Individual and group activities are included as described under Actual Unit.

4. Preparation & Teaching Responsibilities

- The subject teacher teaches the concepts associated with advertising, using the chapter "Dealing with the Marketplace / Advertising" from the course text Looking at the Consumer. Other titles from the school district's audio visual library and the Provincial Educational Media Centre are incorporated into the lesson.
- The teacher-librarian teaches the technical skills of video production and encourages the creative side of the project while highlighting scripting, performance and editing skills.
- In spite of these established priorities there is some overlap of responsibilities during the actual working time with students.

5. Evaluation of Student Achievement

Not included.

C. ACTUAL UNIT

Period 1 - The subject teacher directs students to watch several commercials at home, analyzing how the advertiser: makes the product seem desirable or necessary; appeals to a group of consumers (teens, married couples, etc.); and focuses the viewer's attention.

Period 2 - The subject teacher and the teacher-librarian conduct a discussion of the home assignment. This is followed by a viewing of pre-recorded commercials which students observe in order to answer a set of questions. Students also view several student produced commercials from a previous class.

Period 3 - The subject teacher and the teacher-librarian assist the students to plan and script their commercials. Students prepare a scene-by-scene "story board" script, including lists of props, costumes and supplies, and specification of filming locations.

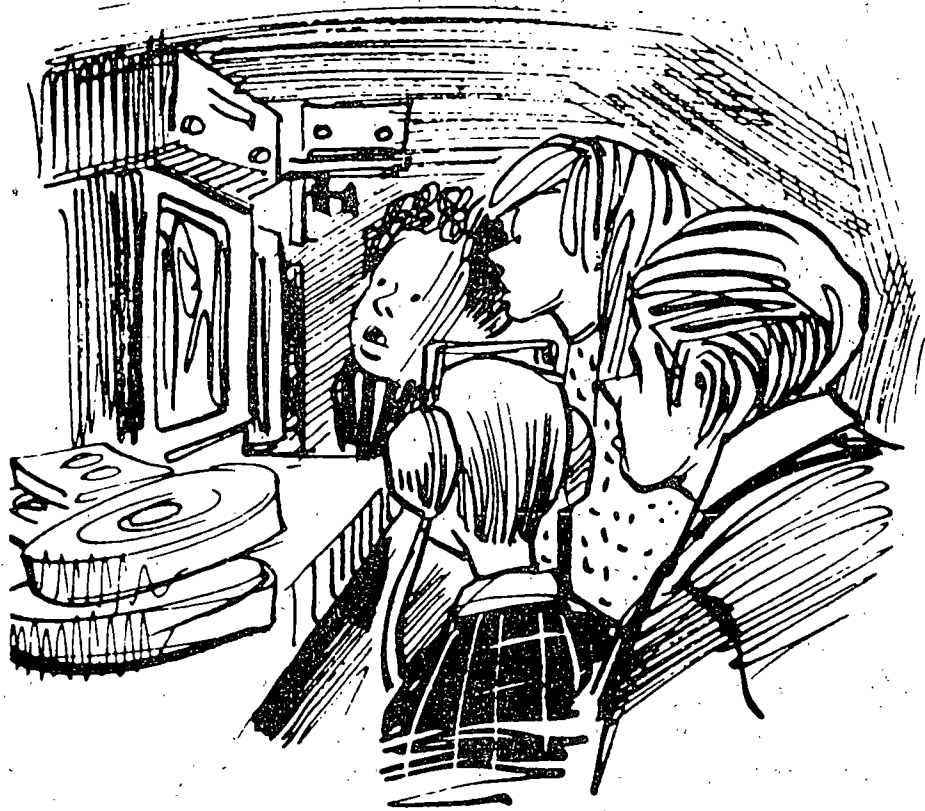
Period 4 - Scripting and planning of the commercials continue. The filming and editing schedule is prepared; rehearsals begin. Instruction in equipment operation is given as needed.

Outside class (approximately 2 weeks) - The subject teacher and the teacher-librarian supervise and assist with video filming, editing and assembly, including lip synchronization, and the addition of sound effects and music. Editing is done at the district teacher centre, although most work could be done in a school with two UCRs.

Last Day - The Culmination: A Film Festival! Another class, parents and the principal are invited to the extravaganza.

D. EVALUATION & REVISION OF THE UNIT

This creative unit assists students to become critical viewers of television. Moreover, since it involves considerable small group instruction it is very appropriate for cooperative team teaching.



ARGUMENTATIVE ESSAY / ENGLISH 10

TEACHER-LIBRARIAN: Barb Hall

TEACHER: Greg Drozda

SCHOOL: Duchess Park Secondary School, S. D. # 57 (Prince George)

A. UNIT BACKGROUND

5 - 6 periods in the classroom

4 periods in the library resource centre

Product: 3 to 5 page essay with attached outline and bibliography

B. PROCESS OF PLANNING

1. Initiation

The project was originally initiated by the teacher after a discussion with the teacher-librarian on student use of periodicals and other current sources of information for research essays. The teacher involved teaches all of the Writing 11 courses in the school. The teacher and the teacher-librarian brainstormed to come up with many topics so students would not be using the same materials.

2. Objectives

Writing Skills: In our English 10 program, students are required to write a research essay which must include a thesis statement supported by several well developed paragraphs. The essay form rather than the paragraph is emphasized as a writing skill.

Reading Skills: Other skills incorporated into the assignment are: (1) encouraging the students to distinguish between fact and opinion, and (2) helping the students become more aware of biased and slanted writing.

Research Skills: Skim reading and note-taking; constructing a detailed outline; bibliographic citation; using current sources of information such as periodical indexes, pamphlets & newspaper clippings; using specialized dictionaries.

3. Activities

Teacher in the Classroom (3 to 4 periods)

- a. Review of outlining and note-taking.
- b. Discussion of several examples of argumentative writing (see attached example on television violence, developed by Greg Drozda).
- c. Students choose a topic and develop a thesis statement. No more than two students per topic - one pro and one con. (see attached student assignment).
- d. Review of standardized bibliographic format used in the school as developed by the teacher-librarians in consultation with all department heads in the school.

Teacher and Teacher-Librarian in the Library (3 to 4 periods)

Period 1 - The teacher-librarian gives a general introduction to all the students emphasizing the use of specialized dictionaries for definitions and outlining access to vertical file material. Greenhaven Opposing Viewpoints series and New York Times Current Affairs filmstrip series are identified as good sources of information.

The teacher then takes half of the class and helps them locate information while the teacher-librarian takes the other half of the class and teaches the use of periodical indexes. All of these students find at least one magazine article on their topic by the end of the period.

Period 2 - The next day, the teacher-librarian takes the remaining half of the class to teach the use of the periodical indexes while the teacher works with the first half. **NOTE:** If the school has a double-blocking system, it is effective if periods 1 and 2 are scheduled for a double block.

Periods 3 & 4 - The teacher and the teacher-librarian monitor the students' search for information. They check students' outlines, note-taking and bibliographic formats. Any additional research must be done on the students' own time.

Teacher in the Classroom (2 periods)

The teacher marks outlines, and students write rough drafts of their essays from the notes taken in the library. The

students then exchange papers and comment on the strength of the arguments presented. Good copy production is assigned for homework.

4. Evaluation of student achievement

The teacher gives a mark for the outline, the finished essay and the attached bibliography. Results are discussed with the teacher-librarian.

C. ACTUAL UNIT

Assignment sheet, and a sample of an argumentative essay approach follow.

D. EVALUATION & REVISION OF THE UNIT

This project has expanded to include every Grade 10 English class in the school. Some teachers have adapted the assignment to include a 3 - 5 minute speech on a controversial topic but the preparation to the rough copy stage is done in the same way.

It is an excellent opportunity for the teacher-librarians to teach every student in the school the use of periodical indexes and other sources of current information.

It has also promoted a more standardized format for outlining, note-taking and bibliographic citation throughout the English department of the school.

When I taught an English 10 class myself last year, I became even more aware of the classroom teacher's part in the project which led to even more refinement in the assignment.

We are continually revising topics as students have success or failure in finding information, and are continually introducing new topics as new social, political and economic issues arise.

Our collection is continually changing to include more materials on these issues, and we are encouraging students to use magazines at the public and college libraries. To this end, we now have a listing of the journals available at these libraries, and students can search in the indexes in the school library and then request the noted issues from the other libraries. We also have microfiche copies of the public and college libraries' collections which help to supplement our collection.

Student Assignment Sheet

CONTROVERSIAL RESEARCH TOPIC

1. Choose an issue from current events or recent history which involves controversial opinions or opposing arguments. Choose one side of the issue and develop a 3 - 5 page essay on the topic which conforms to the following outline.

A. Introduction

1. Identify your topic. Be specific.
2. Explain the basic nature of the controversy. What is the argument?
3. Establish your side of the argument. Establish your viewpoint or opinion. This is your thesis statement.

B. Body

1. Give any historical information needed to understand the origin of the controversy.
2. Present several arguments and opinions supporting your side of the issue. Arrange your ideas in some logical order.
3. Give concrete examples to prove your arguments.
4. Back up your opinion with facts.

C. Conclusion

1. Explain the effects which the controversy has or has had on society.
2. Explain the importance of finding a solution to the argument.
3. Leave your reader with something to think about. What will happen if this argument is not solved?

II. Procedure:

- A. Research your topic in the library.
- B. Make a detailed outline of your argument.

- C. Takes notes from your research to fill in the outline.
- D. Include a bibliography stating your sources.
- E. Write a rough draft of your argument from your notes.

***** YOU MAY CHOOSE FROM THE FOLLOWING LIST OF SUGGESTED ISSUES OR CHOOSE A TOPIC OF YOUR OWN.*******

1. the use and treatment of animals in scientific research
2. the abortion issue
3. the nuclear arms race
4. the use of nuclear power
5. the use of chemical fertilizers in modern agriculture
6. the use of chemical pesticides in modern agriculture
7. the existence of alien life
8. acid rain
9. Starwars research
10. the effects of TV on society
11. foreign investment in Canada
12. the use of chemical additives and preservatives in food
13. the effects of the women's movement
14. the role and effects of unions
15. Expo 86
16. bilingualism in Canada
17. capital punishment
18. gun control
19. sport hunting
20. the Newfoundland seal hunt
21. trapping
22. the BC wolf kill
23. two worker families
24. USA policies in Nicaragua
25. restraint in education
26. government restraint policies in general
27. immigration policies
28. privatization of government services

29. Meares Island
30. the Vietnam War
31. the use of the "A" bomb on Hiroshima
32. violence in sports
33. job sharing
34. automation in industry
35. euthenasia
36. genetic engineering
37. test tube babies
38. pornography
39. the internment of Japanese Canadians during WW II
40. cruise missile testing in Canada
41. the use of credit cards
42. Western Canadian separatism
43. American influence on Canadian culture
44. native land claims
45. Louis Riel - Hero or Rebel?
46. the monarchy in Canada
47. foreign aid
48. Sunday shopping legislation
49. Jews in Palestine
50. Cuban missile crisis
51. Olympic boycotts
52. the Cuban revolution
53. the use of drugs in sports
54. smoking in public places
55. children's rights
56. responsibility for forest resources
57. eugenics
58. Baby Fae
59. Quebec separatism
60. prostitution legislation
61. marketing boards
62. free trade
63. selling Canada's water
64. Arctic development
65. hydroelectric development

(Example of Argumentative Writing)

"DEVELOPMENT" IN ESSAY WRITING

by Greg Drozda

The term "development" in writing refers to the amount of information and explanation a writer is able to give to a specific topic. One's ability to write a well developed paper, therefore, depends on how much he knows about a topic and how well he understands what he knows. Knowing and understanding are not necessarily the same thing.

The depth of development in most students' writing can be judged by the writers' use of three basic components, all of which are required in a well developed paper. Those components are: identification, explanation, and illustration.

Identification is the process of giving one's audience the main ideas necessary to understand any discussion of a topic. Some students' knowledge of a topic is so limited that they can go no farther than identifying the main ideas that should make up their paper. An "essay" on T.V. violence containing only the identification of main ideas might read as follows:

¹T.V. violence is bad. ²Some people imitate the violent acts they see on T.V. ³T.V. violence also promotes violence and aggressive behaviour as a valid means of solving problems. ⁴Finally, violence on T.V. desensitizes society to the real violence going on around it.

Though well written, the above example is totally inadequate as a well developed essay. It is no more than a paragraph expressing three main ideas, each of which could be the topic sentence of a paragraph which should be an entire section of a well developed essay.

To increase the depth of development of such a paragraph, explanation, the second component or step in a well developed paper, must be added. To incorporate explanation into an essay, the writer must have a clear understanding as well as knowledge of his topic. The previous example with "explanation" added, reads as follows:

¹Television has become the dominant media for education and entertainment in society today. As T.V.'s role in society

has increased we have become more critically aware of the influences it has on our daily lives. Despite its many benefits, T.V. also has negative effects on its viewers. One major cause of concern today is the problems resulting from viewing violence on T.V.

²Perhaps the most obvious influence of violence on television is the imitation it fosters. Children often imitate characters and actions they see on T.V. When those actions are violent or aggressive, the results can obviously be harmful, especially when committed by youngsters who cannot distinguish between reality and fantasy. Adults, too, tend to imitate the characters they see and admire on the tube.

³Imitation is not the only influence T.V. has on people, however. T.V. also affects our attitudes and beliefs. One consequence of the violent entertainment people view today is that they are being unconsciously taught that violence and aggression are quick and acceptable means by which one can solve his problems.

⁴a) Finally, and perhaps most seriously, T.V. violence desensitizes us to the horror and brutality of violence. This desensitization works on two very simple principles. The first is the fact that exposure fosters complacency; when people see something often enough or long enough, they get used to it. When we become complacent about violence, violence is on its way to becoming normal. When it becomes normal, violence will also be acceptable.

⁴b) The second principle which allows T.V. to desensitize us to violence is the fact that T.V. is a highly stimulating and entertaining medium. Violence presented on T.V. is usually very exciting and is often humorous. The use of murder, bloodshed, or any other form of violence as entertainment can only make us less sensitive to the pain and horror of real violence and suffering.

⁵Television has had a tremendous impact on modern society. It informs us, entertains us, and influences the way we think about ourselves and our fellow man. Such a powerful medium must be used wisely for if it is not, it can have a very detrimental effect on our ability to maintain a

civilized society. Present trends in the use of violence on television must be checked before they lead society into a situation from which it will be hard to recover.

This second draft is now truly an essay. It has an introduction, a thesis, an organized and relatively well developed body, and a conclusion which restates the thesis. This depth of development is the basic requirement for an essay at a senior secondary level. Depending on the nature of the topic, however, "explanation" may not represent as full a development as is possible.

To develop such an essay even further, the element of illustration or example needs to be added. Note how illustrations give full development to the previous essay.

¹Television has become the dominant media for education and entertainment in society today. As T.V.'s role in society has increased we have become more critically aware of the influences it has on our daily lives. Despite its many benefits, T.V. also has negative effects on its viewers. One major cause of concern today is the problems resulting from viewing violence on T.V.

²Perhaps the most obvious influence of violence on television is the imitation it fosters. Children often imitate characters and actions they see on T.V. Many toys today are based on T.V. shows and their characters, and in playing with those toys, the children act as their favourite characters do. When those actions are violent or aggressive, the results can obviously be harmful, especially when committed by youngsters who cannot distinguish between reality and fantasy.

^{2a}) Many children have accidentally killed or mutilated their playmates imitating their favourite cartoon characters. When Fred Flintstone is hit over the head with a frying pan, he sees stars and hears little birds sing; not so with little sister. More than once a child has learned to his horror that when you fire Daddy's gun in someone's face, his hair doesn't just go frizzy and his eyes pop out. No one laughs. His little friend is dead. A nine year old in New York was recently put on trial for the murder of a senior citizen. He had acted out a

scene he viewed on T.V.

²b) Adults, too, tend to imitate the characters they see and admire on the tube. Most adults have the discretion to distinguish between fantasy and reality, but a growing number of people in modern society are sitting on the edge of mental instability. These individuals are very much at risk of being influenced by the "entertainment" they watch. One of several incidents recently occurred in Ontario. Two provincial policemen were killed by a young man who was acting out a personal fantasy based on Sylvester Stallone's movie, First Blood. Two wives and four children are now without husbands and fathers because of the violent entertainment aired on T.V.

³ Imitation is not the only influence T.V. has on people, however. T.V. also affects our attitudes and beliefs. One consequence of the violent entertainment people view today is that they are being unconsciously taught that violence and aggression are quick and acceptable means by which one can solve his problems.

³a) Aside from "sitcoms", the majority of entertainment programming on T.V. involves shows with high levels of violence and aggression. Programs such as "U", "T. J. Hooker", "Hill Street Blues", "Magnum P. I.", "Airwolf", "Matt Houston", "Knight Rider", "The Fall Guy", "Simon and Simon", and "The A-Team", just to name a few, all present a view of the world in which violence and aggressive action are the acceptable, and even admirable means by which heroes of the programs solve their problems and gain success and glory in their lives. Such a bombardment of the message that "violence is good" cannot help but have a strong influence on the attitudes of society.

³b) This promotion of violence is especially dangerous when applied against the impressionable minds of children. These violent characters are the heroes of an entire generation. Mr. T, as a hero, is a role model for children. As a "hero" he is the kind of person a child is supposed to admire and want to be like. No matter how noble Mr. T's goals may be, his only means of achieving them is by "bustin' heads". In the real world such methods of problem solving are always painful, destructive, and usually create more problems than

they ever solve. The T.V. generation, however, is not seeing this truth. Their heroes are lying to them.

⁴ Finally, and perhaps most seriously, T.V. violence desensitizes us to the horror and brutality of violence. This desensitization works on two very simple principles. The first is the fact that exposure fosters complacency; when people see something often enough or long enough, they get used to it. When we become complacent about violence, violence is on its way to becoming normal. When it becomes normal, violence will also be acceptable.

^{4a)} This principle of exposure breeding complacency is well illustrated by the current suffering and starvation in Africa. When British T.V. reporters released the first film footage of emaciated children in Ethiopia people in the West were shocked and horrified. Millions of unsolicited dollars poured into relief organizations to help alleviate the suffering. At first, everyone from farmers to school children was raising funds to help starving Africans. Continued exposure to the problems in Africa has not maintained financial support. The organizers of African aid groups are worried that the barrage of horrifying images has dulled our sensibilities. We are no longer shocked and have begun to accept such suffering as unavoidable. Complacency towards the suffering is making us less willing to help.

^{4b)} The second principle which allows T.V. to desensitize us to violence is the fact that T.V. is a highly stimulating and entertaining medium. Violence presented on T.V. is usually very exciting and is often humorous. The use of murder, bloodshed, or any other form of violence as entertainment can only make us less sensitive to the pain and horror of real violence and suffering.

^{4c)} We do not have to look all the way back to ancient Rome to see a society that thrilled itself by watching the real violence and brutality. The old joke "I went to a fight the other night and a hockey game broke out" hints at a potential danger in our society. Many fans are disappointed if a hockey game ends without at least one bench-clearing brawl. Some players are even hired because they are specialists at starting fights.

^{4d)} Even outside sports and the media, violence is

becoming a passtime. In many urban areas, gangs of youths entertain themselves on weekends by having fights, often resulting in serious injury. Some teens go to parties with the intention of fighting or at least watching them. Studded wrist bands and gloves are becoming items of fashion. This tendency towards viewing violence as a passtime is directly related to the abundance of violence on T.V.

⁵ Television has had a tremendous impact on modern society. It informs us, entertains us, and influences the way we think about ourselves and our fellow man. Such a powerful medium must be used wisely for if it is not, it can have a detrimental effect on our ability to maintain a civilized society. Present trends in the use of violence on television must be checked before they lead into a situation from which it will be hard to recover.

Make a detailed outline of the expanded essay on Television violence. Use the correct headings and sub-headings to show the writer's logical development of the argument presented.



**A VISUAL INTRODUCTION TO THE PHYSICAL REGIONS
OF CANADA / Social Studies 10**

TEACHER-LIBRARIANS: Debra Simmons and Wendy Shaw

TEACHER: Ms. S. Tanabe

SCHOOL: Templeton Secondary School, S.D. # 39 (Vancouver)

A. UNIT BACKGROUND

Two periods

Product: A student answer booklet for 25 stations

B. PROCESS OF PLANNING

1. Initiation

This unit was developed in response to a request from Ms. Tanabe, a Social Studies 10 teacher who wished her students to develop a mental image of the physical regions of Canada. Even though the skills being taught were completely different, she was comfortable with the stations approach because she had participated during the previous year in a cooperatively planned unit which used this strategy. That unit had developed visual literacy in geography for her Social Studies 8 classes. Each of the 40 stations in the grade 8 unit included a location, resource material, and questions. The unit's objectives emphasized the development of a variety of research skills as well as learning about the cultural achievements of India, China and Japan during the Middle Ages. The process of finding information in books and audio-visual materials was as important as the information itself.

2. Objectives

The student will:

- develop a visual memory of the five geographic regions of Canada to which technical terms and concepts can later be attached.

- make inferences and draw conclusions based upon the visuals presented and the questions posed for consideration.
- apply previously learned information location skills.

3. Activities

The grade 10 unit incorporated only visual materials. Questions at the 25 stations were designed to stimulate speculation and encourage the drawing of conclusions because a higher level of abstract reasoning was desired. A stations approach usually emphasizes individual work, however, in this unit students sometimes worked together. Students gained certain insights through discussion due to the speculative nature of many of the questions and the fact that many of the stations had more than one item to study. Where appropriate, pairs of students worked together, combined information, argued points and reached conclusions. Where only one item had to be studied in order to answer the question, then only one person could occupy that station. Thus a variety of materials, questions and learning situations presented themselves.

4. Preparation & Teaching Responsibilities

The teacher provided the teacher-librarians with a written description of each physical region that would be used to introduce the topic to the class. Thus, the teacher-librarians knew specifically what images and concepts to find in pictures, maps, slides, filmstrips and charts. For each image or set of images questions were devised to emphasize particular points. Frequently, comparisons and contrasts were used because the characteristics of regions might appear similar. For example, both the Cordillera and Appalachian regions have rugged coastlines, but, as anyone visiting PEI knows, BC looks different. Using pictorial material these differences become apparent. The teacher-librarians were responsible for developing and producing the booklet and for setting up stations. The social studies teacher and a teacher-librarian assisted students during the two working periods.

5. Evaluation of Student Achievement

Students answered questions in point form in answer booklets. The teacher-librarians graded answers, judging them according

The teacher-librarians graded answers, judging them according to the question's intent. There were definite answers for many, but others had to show an understanding rather than a "right" answer. Each booklet was graded with number correct over number attempted. The subject teacher then had to decide the "value" of the numbers. This was no easy matter. For instance, is 7 correct out of 12 attempted better or worse than 4 correct out of 4 attempted?

Ms. Tanabe used the stations to provide a common visual experience. She then used the examples to build more complex concepts and provide a technical vocabulary.

C. ACTUAL UNIT

Questions for 5 of the stations are included. In the actual booklets an IBM Orator type was used and more space for answers provided. A resource list follows the EVALUATION section. The two page introduction to the regions of Canada is not included. (Editor's note: When developing a unit of this nature, key concepts and terminology should be introduced by the classroom teacher as was done in this unit via the two page introduction.)

Station # 4

P.R. # 4

PICTURE

1. MAKE TWO STATEMENTS ABOUT THE CLIMATE OF THE AREA IN THIS PHOTOGRAPH.
A) _____ B) _____
2. WHAT INDUSTRY COULD THIS REGION BEST SUPPORT? _____
3. WHICH GEOGRAPHIC REGION OF CANADA IS THIS PHOTOGRAPH MOST LIKELY TO REPRESENT? WHY? _____

Station # 5

917.12

WESTERN PRAIRIES

PAA

SLIDE P.A. # 5

1. WHAT ARE TWO FORMS OF TRANSPORTATION YOU CAN SEE IN THIS SLIDE? _____, _____
2. WHICH BUILDINGS SHOW THE TYPE OF CROPS GROWN IN THE AREA? _____
3. WHAT KIND OF LAND SURROUNDS THE TOWN? _____
4. WHY DO YOU THINK A TOWN GREW UP HERE? _____

Station # 13

Canadian Geographic

FISHING

JE/JL 1985, p. 9

HERE ARE TWO FISHING SITUATIONS. THE LARGER PICTURE IS OF BC, THE WESTERN MOUNTAIN REGION. THE SMALLER PICTURE IS OF NEWFOUNDLAND, THE APPALACHIAN REGION. GIVE FOUR DIFFERENCES IN THESE SCENES THAT TYPIFY THE TWO REGIONS.

LANDSCAPE: _____

FISHING ACTIVITY: _____

Station # 24

917.13

TRANSPORTATION

ONT

SLIDES

1. THERE ARE FOUR OBVIOUS MEANS OF TRANSPORTATION IN THE ST. LAWRENCE LOWLANDS. NAME THE FOUR.
_____, _____, _____, _____
2. NAME AT LEAST FOUR PRODUCTS MANUFACTURED IN THIS REGION.
_____, _____, _____, _____
3. AFTER LOOKING AT THESE TWO MAPS, EXPLAIN WHY THE TRANSPORTATION ROUTES ARE LOCATED WHERE THEY ARE. _____

Station # 25

PICTURES

REGIONS OF CANADA

LOOK AT EACH PICTURE SET OF CANADA. STATE WHICH GEOGRAPHICAL REGION EACH REPRESENTS AND TWO REASONS FOR YOUR ANSWER.

	<u>REGION</u>	<u>WHY</u>
1.	A)	
	B)	
2.	A)	
	B)	
3.	A)	
	B)	
4.	A)	
	B)	
5.	A)	
	B)	

NOTE: Students were encouraged to complete this station after they had completed most of the others so that it became a concluding activity.

D. EVALUATION AND REVISION OF THE UNIT

Both students and teacher were asked to evaluate the project. Students were asked to say specifically what they liked and disliked. Responses were comfortingly consistent. Examples include:

- 1) "... it involves 'seeing' things and not as much reading, which is a refreshing change."
- 2) "The questions went right to the point and you didn't have to sit there for a half an hour trying to understand the question."
- 3) "It was brief, but helpful."
- 4) "There should have been more questions [per station] because once you get into the topic, you want to keep going."
- 5) "Quality of slides made it difficult to see things."

The social studies teacher made the following comments: "I feel that the stations approach is a wonderful way of learning. Here are my reasons:

- 1) It gives the students the opportunity to mix and mingle not only with other students but also with different types of learning techniques.
- 2) It gives the students the opportunity to use a different type

- of skill (observation) rather than reading.
- 3) It reinforces previously acquired knowledge and yet combines newly acquired knowledge.
 - 4) It helps the students associate the "theory" (readings from text) with actuality.
 - 5) It promotes cooperation among the students and teacher-librarians. Students become very familiar with library personnel and surroundings.

Overall, I feel very pleased about this type of learning."

The teacher-librarians were very pleased with the result of this visual approach to resource-based learning. Students were provided with an alternative to reading, given tests which were seemingly easy yet required both cognitive and affective learning at the analysis and synthesis level.

RESOURCE LIST

1. hand-held slide viewers
2. portable filmstrip projector
3. mounted and laminated pictures from discarded books and magazines
4. books and A-U kits as follows:
 - American Heritage Dictionary. Houghton Mifflin, 1982.
 - Atlantic Canada [Kit] McIntyre, 1979.
 - Bodsworth, Fred. The Pacific Coast. Natural Science of Canada, 1970.
 - Braithwaite, Max. Western Plains. Natural Science of Canada, 1970.
 - British Columbia [Kit] McIntyre, 1977.
 - Canadian Geographic. June/July 1985, p.9.
June/July 1984, pp. 38-44.
 - Focus On Canada. McGraw-Hill Ryerson, 1978.
 - Hocking, Anthony. Canada. McGraw-Hill Ryerson, 1979.
 - Moon, Barbara. The Canadian Shield. Natural Science of Canada, 1970.
 - National Atlas of Canada. 4th ed. Macmillan, 1974.
 - Nelson, Samuel J. The Face of Time: Geological History of Western Canada. Alberta Society of Petroleum Geologists, 1970.
 - Ontario [Kit] McIntyre, 1982.
 - Prairie Provinces [Kit] McIntyre, 1977.
 - Weir, T. R. Atlas of the Prairie Provinces. Oxford University Press, 1971.

SHORT STORY / CREATIVE WRITING / ENGLISH 11

TEACHER-LIBRARIAN: Liz Austrom

TEACHER: Bryant Know

SCHOOL: Eric Hamber Secondary School, S.D. # 39 (Vancouver)

A. UNIT BACKGROUND

Six weeks of prior study of the short story in the English classroom; two one-hour library periods, separated by one period in the classroom; plus several working and presentation periods in the English classroom.

Products:

- 1) "Analysis" sheets for two short stories
- 2) Original short stories written by groups of three
- 3) Five to ten minute classroom presentations of short stories

B. PROCESS OF PLANNING

1. Initiation

The English teacher approached the teacher-librarian with the idea that they develop a unit which would have a creative element and which would require students to use some of the literary terms that had been studied in class. Since students had studied a limited number of short stories, the teacher-librarian suggested that the application be connected with different short stories in order to extend appreciation of the literary form. In discussion it was decided that the unit would include creative writing and a classroom presentation. Structure was added by using newspaper articles as the stimulus for the creative writing, and by incorporating a glossary of literary terms in the short story analysis sheets, in the creative writing process, and in the classroom presentations.

2. **Objectives**

The student will:

- read and analyze two short stories using an established format.
- understand literary terms associated with short stories.
- participate in writing and presenting a short story which incorporates elements identified in the glossary of terms.

3. **Activities**

Includes both individual and group activities. See **ACTUAL UNIT**.

4. **Preparation & Teaching Responsibilities**

The teacher-librarian was responsible for preparing all materials used in the library resource centre, and for securing a collection of short stories sufficient for 160 students to have free choice. It was necessary in this case to borrow additional materials from other schools. The classroom teacher was responsible for preparing the glossary of literary terms (not included). The classroom teacher was responsible for teaching all the necessary content in the classroom; while the teacher-librarian demonstrated the application of that content in the booktalk session. Together the English teacher and the teacher-librarian modelled the group process of adapting and developing a plot outline from a newspaper story. The English teacher supervised and assisted students with the creative writing process in the classroom, and with their subsequent presentations.

5. **Evaluation of Student Achievement**

The English teacher evaluated the group presentations and the short stories, judging them on artistic unity as well as on how well and appropriately the glossary elements were incorporated into the short story. The teacher-librarian marked the analysis sheets since she had read many of the short stories selected by the students.

C. **ACTUAL UNIT**

Classroom

Teacher instructs students in meaning and use of literary terms, using a printed two-page glossary.

Library Period One

Teacher-librarian:

- booktalks several short stories from different time periods, focusing on terms from the glossary.
- instructs students in the use of the analysis form (reprinted in reduced size after this unit outline). Students are to read two short stories and to fill in one form for each.

Teacher and teacher-librarian:

- assist students to select two short stories from the trolley. Reading and completion of analysis sheets is assigned as homework to be handed in at the beginning of the next library period.

Classroom

Teacher:

- discusses any problems with the analysis sheet, and introduces the writing assignment to follow.

Library Period Two

Teacher and teacher-librarian:

- use one newspaper article and chart paper to demonstrate the process of idea finding and adaptation. Student suggestions are also accepted.

Students:

- form groups of 3; twelve groups in each of four classes.
- search recent newspapers for articles of interest which can be used for plot ideas; and photocopy the selected article to be attached to their short story when it is completed.
- begin their rough outlines for their short story.

Classroom (3 periods)

Students participate in group writing of a short story which incorporates elements from the glossary.

Classroom

Presentations are made on specified dates. One person reads the short story, supported by another person reading the dialogue or sections of the short story and a commentator adding asides which point out features of the glossary which have been incorporated.

D. EVALUATION AND REVISION OF THE UNIT

The unit worked very well and student interest and involvement was exceptional. Next time the weighting on the analysis sheet will be changed to reduce the marks allotted to the bibliographic section and add to marks to the plot summary section.

IV. GLOSSARY AWARENESS:

<u>TERM:</u>	<u>PAGE #</u>	<u>PARA/ LINE # (FROM TOP)</u>
1. _____		

2. _____		

3. _____		

4. _____		

5. _____		

6. _____		

7. _____		

8. _____		

9. _____		

10. _____		

EVALUATION:

- I BIBLIOGRAPHIC DATA: /6 = _____
- II MAJOR CHARACTERS: /6 = _____
- III PLOT SUMMARY: /3 = _____
- IV GLOSSARY AWARENESS: /10 = _____



LET'S TALK
ABOUT BOOKS

CANADIAN HISTORICAL PERSONALITIES
SOCIAL STUDIES 11

TEACHER-LIBRARIAN: Liz Austrom

TEACHER: Linda Lehr

SCHOOL: Killarney Secondary School, S.D. # 39 (Vancouver)

A. UNIT BACKGROUND

4 - 1 hour periods

Product: Report

B. PROCESS OF PLANNING

1. Initiation

This unit developed as a follow-up to some of the skills and materials used in our Social Studies 10 unit, Find Out About Canada, which is available from the B.C.T.F. Lesson Aids. We were interested in reinforcing the use of many of the Canadian materials, reminding students of the skills necessary for use of materials, and above all, exposing the students to the wide range of interesting personalities that are part of our Canadian heritage. The unit was essentially the product of joint musings about possible approaches once we had decided that the study of Canadian personalities should be the focus.

2. Objectives

The student will:

- develop an understanding of the achievements of important Canadians.
- use research skills (for example, location of resources, note-taking, bibliographic citation) to write a detailed report on one of these Canadians.

3. Activities

Group work and individual work.

4. Preparation & Teaching Responsibilities

Preparation for the unit was substantial in that each person

we identified had to be readily located, preferably in several sources within the collection.

The following materials include a student assignment sheet, a "claim to fame" sheet, and List One. In all there are twelve lists, each similar in format to List One, but each having ten different personalities listed. The personalities on the other eleven lists are given after the sample page, List One.

We coded the lists so that no student could possibly be aware that there are easy, average and difficult lists. Level is assigned on the basis of how easy or difficult it is to find information in the library collection. Teacher-librarians wishing to use the lists have two tasks: (1) to make certain they have materials on all the people, (2) in the process of checking the collection for (1) also note how easy it is to find the material and rearrange your lists to accord to your collection. Our coding method was: lists which start with a woman's name are difficult lists, lists which begin with a "Sir" are average difficulty, and lists which begin with a man's name are easy lists. The Social Studies teacher assigns the appropriate level lists to student groups.

5. Evaluation of Student Achievement

As described on student assignment sheet.

C. ACTUAL UNIT

Assignment sheet, "Claim to Fame" slip, List One and names for other lists follow. Groups have 4 - 5 students of varying ability.

D. EVALUATION AND REVISION OF THE UNIT

The two periods in the library are fairly social working periods. Dead silence is not possible so the assignment is not recommended for teachers who believe the library resource centre should be a quiet spot for study. Groups of students need to be able to discuss where they have looked, for whom they are looking, etc. They also find some facts so interesting that they find they must share them immediately with others in the group. Student interest in this project is quite high and the reports written are better than average because interest has been aroused by the "Claim to Fame" group discussions. This approach improves motivation.

LIST ONE

1. Elizabeth Goudie (1902 -)
2. Amor de Cosmos (1825 - 1897)
3. Benjamin Bowring (1778 - 1846)
4. Arthur Meighen (1874 - 1960)
5. Norman Bethune (1890 - 1939)
6. Judy La Marsh (1924 - 1980)
7. William Stephenson (1896 -)
8. James F. MacLeod (1836 - 1894)
9. Duff Pattullo (1873 - 1956)
10. Maurice Duplessis (1890 - 1959)

SUBJECT HEADINGS TO BE CONSIDERED FOR SECTION 1 OF THE ASSIGNMENT:

Names of the personalities, for example: GOUDIE, ELIZABETH
CANADA - BIOGRAPHY
CANADA - BIOGRAPHY - DICTIONARIES
CANADA - BIOGRAPHY - PORTRAITS
CANADA - HISTORY
BRITISH COLUMBIA - BIOGRAPHY
BRITISH COLUMBIA - HISTORY
BRITISH COLUMBIA - HISTORY - PICTORIAL WORKS

SECTION 3 OF THE ASSIGNMENT:

400 - 600 word report on one personality.

SUBJECT HEADINGS:

- * Name of the personality, for example: COSMOS, AMOR DE
- * Place & Period of history when he/she made their contribution.
For example: BRITISH COLUMBIA - HISTORY - 1871 - 1918
- * Area in which the contribution was made.
For example: TRANSPORTATION - HISTORY
POLITICIANS - CANADA - BIOGRAPHY

"CLAIM TO FAME" SLIP

FAMOUS CANADIAN _____ STUDENT'S NAME _____

TIME PERIOD _____ CATEGORY _____

SIGNIFICANT CLAIM TO FAME _____

**** NOTE: Several of these slips are printed on 1 sheet of paper.****

THE FOLLOWING LISTS ARE PREPARED IN THE SAME FORMAT AS LIST ONE, WITH THE NAMES OF THE PERSONALITIES CHANGED TO SAMPLES FROM THE SPECIFIC LIST.

LIST TWO

1. Sir Sam Hughes (1853 - 1921)
2. C. N. Woodward (1852 - 1937)
3. R. B. Bennett (1870 - 1947)
4. George Stephen (1829 - 1921)
5. Mary Pickford (1893 - 1979)
6. Big Bear (? - 1888)
7. William Aberhart (1878 - 1943)
8. Grant McConachie (1909 - 1965)
9. Roland Michener (1900 -)
10. Tom Berger (1933 -)

LIST THREE

1. Wop May (1899 - 1952)
2. Susanna Moodie (1803 - 1885)
3. Jack Deighton (circa 1860's)
4. Karen Kain (1951 -)
5. Col. Richard Clement Moody (1813 - 1887)
6. Harry Jerome (1940 - 1982)
7. Charles E. Saunders (1867 - 1937)
8. Captain E. Stamp (1814 - 1872)
9. David Suzuki (1936 -)
10. Goldwin Smith (1823 - 1910)

LIST FOUR

1. Marie Anne Gaboury (1782 - 1878)
2. Richard McBride (1870 - 1917)
3. David Spencer (1837 - 1920)
4. Robert Stanfield (1914 -)
5. R. Samuel McLaughlin (1871 - 1972)
6. C. D. Howe (1886 - 1960)
7. Percy Williams (1908 - 1982)
8. John Howard Sissons (1892 - 1969)
9. H. R. MacMillan (1885 - 1976)
10. Charlotte Whitton (1896 - 1975)

LIST FIVE

1. Sir Clifton Sifton (1861 - 1929)
2. Matthew Begbie (1819 - 1894)
3. Andrew Onderdonk (1848 - 1905)
4. Emily Howard Stowe (1831 - 1903)
5. Grey Owl (1888 - 1938)
6. J. S. Woodsworth (1874 - 1942)
7. Jean Lesage (1912 - 1980)
8. General R. G. L. McNaughton (1887 - 1966)
9. Jules Leger (1913 - 1980)
10. Tommy Burns (1881 - 1955)

LIST SIX

1. Georges Etienne Cartier (1814 - 1873)
2. W. A. C. Bennett (1900 - 1979)
3. Timothy Eaton (1834 - 1907)
4. Lord Frederick Stanley (1819 - 1894)
5. Alexander Graham Bell (1847 - 1922)
6. Crowfoot (? - 1890)
7. Foster Hewitt (1904 - 1981)
8. Margaret (Ma) Murray (c1895 - 1982)
9. Sir Sanford Fleming (1827 - 1915)
10. Tommy Douglas (1904 -)

LIST SEVEN

1. Sir John Thompson (1844 - 1894)
2. John Oliver (1856 - 1927)
3. Frances Rattenbury (1867 - 1935)
4. Emily Murphy (1868 - 1933)

5. **George Brown** (1818 - 1880)
6. **Sir Wilfred Grenfell** (1865 - 1940)
7. **Donald Smith** (1820 - 1914)
8. **Earl of Minto** (1845 - 1914)
9. **K. C. Irving** (1899 -)
10. **Ned Hanlon** (1855 - 1908)

LIST EIGHT

1. **Sir Mackenzie Bowell** (1823 - 1917)
2. **Edward Beatty** (1877 - 1943)
3. **Major A. B. Rogers** (1829 - 1889)
4. **Nellie McClung** (1873 - 1951)
5. **Harold Winch** (1907 -)
6. **Sir Arthur W. Currie** (1875 - 1933)
7. **Lester Patrick** (1883 - 1960)
8. **Sir Samuel B. Cunard** (1787 - 1865)
9. **Tom Thomson** (1877 - 1917)
10. **Vincent Massey** (1887 - 1967)

LIST NINE

1. **Joseph Howe** (1804 - 1873)
2. **Duff Pattullo** (1873 - 1956)
3. **Emily Carr** (1871 - 1945)
4. **Earl Grey** (1851 - 1917)
5. **Cyclone Taylor** (1883 - 1979)
6. **Poundmaker** (1826 - 1886)
7. **Billy Barker** (? - 1894)
8. **William Van Horne** (1843 - 1915)
9. **Frederick Banting** (1891 - 1941)
10. **Joey Smallwood** (1900 -)

LIST TEN

1. **Sir John Abbott** (1821 - 1893)
2. **Robert Dunsmuir** (1825 - 1889)
3. **Sam Steele** (1849 - 1919)
4. **Agnes MacPhail** (1890 - 1954)
5. **Grace MacInnes** (c1900 -)
6. **Charlie Conacher** (1909 - 1967)
7. **Daniel Massey** (1850 - 1926)
8. **Lord Byng of Vimy** (1862 - 1935)
9. **Ernest Thompson Seton** (1860 - 1946)
10. **Charles Woodward** (1852 - 1937)

LIST ELEVEN

1. Sir Charles Tupper (1855 - 1927)
2. Sir A. Irving (1823 - 1913)
3. Cardinal Paul-Emile Leger (1904 -)
4. Daniel Massey (1850 - 1926)
5. John Cornell Crosbie (1931 -)
6. Frank Fredericksen (1895 - 1979)
7. Lord T. G. Shaughnessey (1853 - 1923)
8. Billy Bishop (1894 - 1956)
9. Georges Vanier (1888 - 1967)
10. Henri Bourassa (1868 - 1952)

LIST TWELVE

1. Martha Louise Black (1866 - 1957)
2. Sir John Abbott (1821 - 1893)
3. Jack Shadbolt (1909 -)
4. Gilles Digneault (1928 -)
5. Sir Charles Bagot (1781 - 1843)
6. James Bertram Collip (1892 - 1965)
7. Henry Duncan Graham Crerar (1888 - 1965)
8. Kenneth William Neatby (1900 - 1958)
9. Frederick Philip Grove (1879 - 1948)
10. Kananginak Pootoogook (1935 -)

ESSAY ASSIGNMENT / GEOGRAPHY 12

TEACHER-LIBRARIAN: Yoskyl Webb

TEACHER: Peter Arnet

SCHOOL: Sutherland Secondary School, S.D. # 44 (North Vancouver)

A. UNIT BACKGROUND

A major long-term essay is chosen from a wide variety of geographical subjects. The general goals are to have students research material for the essay; to review retrieval or information techniques, to ensure maximum use of library facilities ; and to review note-taking and writing techniques.

B. PROCESS OF PLANNING

1. Initiation

This unit is teacher initiated, but reflects a standardized procedure used in the school. Steps in this written procedure are listed under B 4., B 5., and B.

2. Objectives

The student will:

- have a positive experience accessing materials by using subject headings in the card catalogue.
- use the overview aspect of senior encyclopedias.
- become familiar with the pamphlet file and its limitations.
- increase awareness of the special reference collection.
- be able to access information in Canadian News Facts.
- use the Canadian Periodical Index to access magazine articles in both hard copy and microfiche format.
- locate and utilize audio-visual materials.
- prepare a thesis statement.
- utilize note-taking methods effectively.
- use a standard format to record footnotes and bibliographic citations.

3. Activities

See listing under Actual Unit.

4. Preparation & Teaching Responsibilities

Timeline for Teacher & Teacher-Librarian

- a) The Social Studies teacher decides to assign a major long-term essay on a wide variety of geographical subjects.
- b) The teacher and teacher-librarian meet to plan the approach, time allocation, subject choice, and the method of reviewing information retrieval techniques with students.
- c) The teacher-librarian reviews library materials and develops preliminary list of subjects based on availability of material and curriculum parameters.
- d) The teacher and teacher-librarian review the suggested list of subjects; the teacher adds and deletes topics.
- e) The teacher and teacher-librarian select skills to be stressed, eg. access to subject headings in the card catalogue, note-taking, etc. Responsibilities for marking and mark distribution are determined. Ability levels of students are identified.
- f) The teacher and teacher-librarian set up a timeline of activities involving individuals, small groups and the whole class. Teacher-librarian time is booked.
- g) The teacher-librarian and aide prepare a worksheet for students which is randomly coded to organize students into groups.
- h) The teacher introduces the assignment worksheet in the class; the teacher-librarian introduces the activities in the library resource centre.
- i) The students work with the teacher-librarian in the library resource centre on information retrieval techniques; the teacher works with the students in class on writing techniques.
- j) Students are periodically scheduled into the library to renew borrowed materials and to discuss the progress of their essay. At this time the teacher-librarian checks students' bibliographic references, and works with individual students on retrieval of specific information, while the teacher works on course content.

5. Evaluation of Student Achievement

Time line (continued from B 4.)

- k) On completion of the assignment, the teacher marks the essay; the teacher-librarian evaluates the bibliography and use of footnotes and gives the marks to the teacher.

C. ACTUAL UNIT

Student worksheets, a list of topics, and a list of subject headings related to the topics are included after the description of this unit. Not included are an evaluation sheet, an extensive six page student guide for the preparation of bibliographies and footnotes and a worksheet where students list any sources which they consulted outside the school; for example, the District Resource Centre or a company like BC Hydro. The outline of the unit is as follows:

Period One:

- a) The teacher introduces the assignment and hands out the worksheets in class. The following is discussed:
- type of assignment,
 - approximate length,
 - date due - amount of scheduled class and library time allotted, and amount of students' own time that will be necessary.
 - expectations for the amount of research, use of materials, standard of work, evaluation, inclusion of thesis statement, maps, diagrams, graphs, footnotes, and bibliography.
- b) The teacher-librarian re-introduces students to the library and discusses:
- expectations for the assignment,
 - library materials; card catalogue; encyclopedias; pamphlet file and special references, including atlases, yearbooks and almanacs, and handbooks.

Period Two: The class is divided into two groups.

In the classroom, the teacher reviews formulation of the thesis statement and note-taking with Group 1.

In the library resource centre, the teacher-librarian shows Group 2 the location of Canadian News Facts and Facts on File; then uses photocopied pages and overhead transparencies to explain their methods of access.

The same method is used to review access to Canadian Periodical Index and Readers' Guide to Periodical Literature.

Period Three: Group 1 changes location and activity with Group 2.

Period Four: The whole class begins work on the assignment in the library. The teacher and teacher-librarian assist

students with the worksheet. The teacher approves, marks and returns the topic and the thesis statement.

Period Five: After two weeks, the whole class is scheduled into library to renew materials, to confer with the teacher-librarian on retrieval of information, footnotes and bibliography, and with the teacher on content. The preliminary bibliography is handed in for marking by the teacher-librarian and returned.

Repeat Period Five until the assignment is due. Half blocks only may be scheduled to renew materials, and to confer, as senior students are expected to complete work on assignment in own time. The teacher-librarian is, of course, available to help individuals during regular library hours.

D. EVALUATION AND REVISION OF THE UNIT

Timeline (continued from B 5.)

- l) The teacher and teacher-librarian meet to review process, to consider growth made by students in planned skills, and to suggest improvements to cooperatively planned unit.
- m) The teacher-librarian develops a list of subject headings of materials used, and notes extraneous sources consulted, and files these with the worksheet for future reference.
- n) The teacher and teacher-librarian indicate the success of the unit to other staff members in the department and to the principal. The teacher-librarian is prepared to revise the unit to meet the needs of other teachers.

There is also a Guidelines for Review sheet which asks:

1. Were resources adequate, good, excellent?
2. Was sufficient time allowed for search and retrieval?
3. Were students able to demonstrate retrieval skills within the context of their own topic?
4. Were any topics inadequately covered?
5. Were students who were experiencing difficulty, adequately assisted?
6. Should any topics be added to the list?
7. What weaknesses in student retrieval skills were observed?
8. What weaknesses in writing techniques were observed?

GEOGRAPHY 12 - ESSAY ASSIGNMENT

TOPICS



- Acid rain
- Energy - resource types and world demand
- Agricultural land use and urbanization
- Man's misuse of the land
- Natural disasters
- Man-made disasters
- Polar resources (North or South)
- Resources of the sea
- Demand for water in the 21st century
- Wilderness as a resource
- Environmental hazards of nuclear energy
- Canada's transportation patterns
- World distribution of primary resources
(water, forest, minerals)
- The effect of climate on man's settlement
patterns (in Canada, in world)
- Frontiers beyond the land (ocean bed,
outer space). Is it environmentally valid to exploit?
- Pollution control in the Fraser Valley
- Waste disposal of a large metropolis --
Vancouver, New York, Toronto
- Oil and gas industry in Canada
- World hunger
- Natural resources of British Columbia
- Aquaculture in British Columbia
- Population distribution in Canada
- World significance of Greenhouse Effect
- Climatic patterns in British Columbia
- Prospects for the B.C. forest industry
- Energy in British Columbia
- Diversity of glacial or volcanic landforms
in British Columbia
- Desertification and man
- Patterns of world climate and vegetation
- The tropical world
- Topic of your own choice, approved by teacher

GEOGRAPHY 12 - ESSAY ASSIGNMENT
STUDENT WORKSHEET



TOPIC _____

1. CARD CATALOGUE:

- (a) underline key words in your topic
- (b) list below two or three appropriate subject headings to look up in the card catalogue

(1) _____ (2) _____ (3) _____

- (c) check card catalogue under SUBJECT headings and note full call number of books. Locate two or three books you could use as a major source of information. Assess usefulness of books (up-to-date; reading level)

(1)	_____	_____	_____
	call no.	author	title
(2)	_____	_____	_____
(3)	_____	_____	_____

2. ENCYCLOPEDIAS:

Obtain an overview of your topic from a senior encyclopedia:

Encyclopedia Americana _____
guide word looked up _____ edition _____

Collier's Encyclopedia _____

Encyclopedia Britannica _____

3. Check the PAMPHLET FILE card catalogue by subject heading and note subject heading and Dewey Decimal number below.

(1) _____ (2) _____ (3) _____

4. REFERENCE:

Check special subject reference books in the Reference section, and note bibliographic reference below. Use Statesman's Yearbook to obtain up-to-date statistics on population, production, resources etc.

(1) Paxton, John (ed) STATESMAN'S YEARBOOK
author title

pub. company _____ copyright date _____

(2) _____

GEOGRAPHY 12 - ESSAY ASSIGNMENT
STUDENT WORKSHEET



5. CANADIAN NEWS FACTS:

Check Canadian News Facts (or Facts on File if topic is international) under relevant subject headings in index.

(1) _____
subject page no. date

(2) _____

6. MAGAZINES:

Check your subject heading in CANADIAN PERIODICAL INDEX (or READERS' GUIDE TO PERIODICAL LITERATURE if topic is international) and locate at least two magazine articles on your topic.

(1) _____
name of magazine vol. no. page date

(2) _____

7. AUDIO-VISUAL:

Check audio-visual material in card catalogue and in District Resource Centre catalogue.

(1) _____
title call no.

(2) _____

8. Prepare a THESIS STATEMENT and obtain teacher approval.

9. Make NOTES according to method outlined by teacher and teacher-librarian.

10. Check reference sheet on FOOTNOTES.

11. Check reference sheet on BIBLIOGRAPHY.

GEOGRAPHY 12 - ESSAY ASSIGNMENT
SUBJECT HEADINGS



- Acid rain
ACID RAIN; POLLUTION; AIR - POLLUTION; WATER - POLLUTION;
INDUSTRIAL WASTES
- Energy - resource types and world demand
ENERGY CONSUMPTION; ENERGY CONSERVATION; ENERGY RESOURCES;
ELECTRIC POWER; FUEL; RENEWABLE ENERGY RESOURCES
- Agricultural land use and urbanization
LAND USE; AGRICULTURE
- Man's misuse of the land
SOIL EROSION; MAN - INFLUENCE ON ENVIRONMENT
- Natural disasters
NATURAL DISASTERS: names of particular disasters
- Man-made disasters
MAN - INFLUENCE ON ENVIRONMENT
- Polar resources
ARCTIC REGIONS; POLAR REGIONS; OIL WELL DRILLING; SUBMARINE
- Resources of the sea
MARINE RESOURCES; AQUACULTURE; MARINE MINERAL RESOURCES; FISHERIES
- Demand for water in the 21st century
WATER SUPPLY; WATER CONSERVATION; WATER POWER; WATER RESOURCES
DEVELOPMENT
- Wilderness as a resource
WILDERNESS AREAS; WILDLIFE CONSERVATION; PARKS - CANADA
- Environmental hazards of nuclear energy
NUCLEAR POWER; NUCLEAR POWER PLANTS - ENVIRONMENTAL ASPECTS;
RADIOACTIVE POLLUTION
- Canada's transportation patterns
TRANSPORTATION; RAILROADS - CANADA; ROADS - CANADA
- World distribution of primary resources
NATURAL RESOURCES; GEOGRAPHY, COMMERCIAL
- The effect of climate on man's settlement patterns
CLIMATE; MAN - INFLUENCE ON ENVIRONMENT
- Frontiers beyond the land
OCEAN BOTTOM; MARINE MINERAL RESOURCES; OUTER SPACE
- Pollution control in the Fraser Valley
BRITISH COLUMBIA; POLLUTION

GEOGRAPHY 12 - ESSAY ASSIGNMENT
SUBJECT HEADINGS



- Waste disposal of a large metropolis
REFUSE AND REFUSE DISPOSAL; RECYCLING (WASTE, ETC.)
- Oil and gas industry in Canada
PETROLEUM - CANADA; PETROLEUM INDUSTRY AND TRADE; GAS - NATURAL
- World hunger
FOOD SUPPLY; FAMINES
- Natural Resources of British Columbia
NATURAL RESOURCES - BRITISH COLUMBIA; BRITISH COLUMBIA -
ECONOMIC CONDITIONS
- Aquaculture in British Columbia
AQUACULTURE; BRITISH COLUMBIA - ECONOMIC CONDITIONS
- Population distribution in Canada
CANADA - POPULATION
- World significance of Greenhouse Effect
GREENHOUSE EFFECT; CLIMATE
- Climatic patterns in British Columbia
BRITISH COLUMBIA - CLIMATE
- Prospects for the B.C. forest industry
FORESTS AND FORESTRY - BRITISH COLUMBIA
- Energy in British Columbia
BRITISH COLUMBIA - ECONOMIC CONDITIONS; ENERGY RESOURCES
- Diversity in glacial or volcanic landforms in British Columbia
PHYSICAL GEOGRAPHY - BRITISH COLUMBIA
- Desertification and man
DESERTS; MAN - INFLUENCE ON ENVIRONMENT
- Patterns in world climate and vegetation
CLIMATE; BIOGEOGRAPHY
- The tropical world
TROPICS; AGRICULTURE - TROPICS
- Also, books on world geography

APPENDIX A

CSLA REPORT:

THE QUALIFICATIONS FOR SCHOOL LIBRARIANS*

**Reprinted with the permission of:
The Canadian Library Association,
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and Ken Haycock, Committee Convenor.**

This document is reprinted in its entirety because of its importance in defining the educational role of teacher-librarians. Several years have passed since its publication, consequently teacher-librarians who are new to the profession may not be aware of its existence. It provides a professional focus for teacher-librarians, and is not intended to be prescriptive but to provide goals towards which individuals may work.

* **First published in the Fall 1979 issue of Moccasin Telegraph, and later as part of the 1983 CSLA report, Education for School Librarianship in Canada.**



csla
report



THE QUALIFICATIONS FOR SCHOOL LIBRARIANS

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Background

At the Annual General Meeting of the Canadian Library Association in Edmonton in June, 1978 a motion was passed to the effect that the CSLA define a "qualified school librarian." Subsequently, a Vancouver committee was established to report to the Executive Council of the Association. At the Executive Meeting of CSLA on June 18, 1979 in Ottawa, motions were passed to accept the report and facilitate its publication.

This document is based on material originally prepared by the Vancouver Chapter of the British Columbia School Librarians' Association and works listed in the selected bibliography. Since the Committee was local in composition, a "reactor panel" of leaders in the field in Canada was invited to review the first draft of the document. As a result, 150 elementary and secondary school librarians, library educators and district coordinators/supervisors contributed extensive suggestions which led to substantial revisions.

Introduction

During the past two decades, our schools have been struggling to adapt to the changing needs of society.

What has emerged is an institution which focuses on the development of individuals who are prepared to think rationally and logically for themselves and to assume responsibilities. To develop students of this type has meant that schools have had to emphasize learner-oriented methods such as guided discovery and inquiry as well as traditional teacher-oriented methods.

This broadening of educational methodology has had a great impact on school libraries. Many school librarians have been leaders in understanding and focusing on the expanding variety of teaching approaches and student experiences which the changing needs of society require. It is fact, however, that the inclusion of inquiry, individualization and independent study programs has placed many additional demands on the library and on the librarian. The need today is for the *learning resource teacher* to be a highly skilled teacher, able to function on the school team as a professional with competencies from teacher education and classroom experience as well as competencies from school librarianship and media services. Similarly, the library has moved from being a subject and merely a place to a service and a concept, a *learning*

resource centre for teachers and students. We attempt to identify those competencies which are essential to the success of a learning resource teacher. In each case competencies are listed and have been developed and defined through multiple indicators of quality.

Expectations for learning resource teachers are very high. It is expected that a learning resource teacher will be in the forefront of curriculum and professional development services, will be familiar with the full range of instructional strategies and learning styles, will be able to organize time, personnel and materials to maximize utilization of each and will be active in professional concerns within the school and the district.

For the learning resource teacher to achieve these expectations, adequate support staff is essential to free the professional from clerical and technical tasks. School districts must recognize this need if the potential of the learning resource teacher and resource centre is to be realized.

It should be noted that successful completion of formal course work will not guarantee success as a learning resource teacher. Personality factors, interpersonal relations skills, creativity, flexibility, professional commitment, and willingness to participate in continuing education, should be major factors in evaluating a learning resource teacher.

Recent advances in education make it essential that the learning resource teacher demonstrates the competencies outlined if the resource centre is to offer an educational service which is vital to the school's instructional program.



Areas of Competence

Although learning resource teachers have competence in the areas listed, services are offered on the basis of the school program and the availability of personnel, materials and facilities. Priorities are determined by the individual school since not all services will be offered in every school or to the same extent in all schools. Different approaches to evaluation are available to administrators, school staffs and learning resource teachers and several of these are outlined in the Winter, 1974 issue (Volume 17, Number 2) of *Moccasin Telegraph*.

1. Competency: Administration of the Learning Resource Program

Administration includes the ability to manage resource centre programs, services and staff in order that these services may contribute to the stated educational goals of the school.

Indicators of Competence:

The learning resource teacher is able to:

- 1) Establish rapport with school staff, students and community.
- 2) Establish short and long range goals in terms of district guidelines and school objectives.
- 3) Select, supervise and plan for the effective use of resource centre professional and support staff.
- 4) Recruit, select, train and motivate adult and student volunteers.
- 5) Invite and accept suggestions from teaching staff about the services the program provides.
- 6) Develop resource centre facilities to support the objectives of the instructional program.
- 7) Plan for efficient use of space and equipment and for appropriate security for learning resources.
- 8) Plan and manage a flexible budget which reflects the instructional program.
- 9) Organize and develop staff, collections, budget, facilities and services to achieve objectives.
- 10) Maintain an inventory of materials and equipment.
- 11) Prepare oral and written reports on the resource centre program.
- 12) Provide an environment conducive to learning.
- 13) Apply technological advances such as automation to resource centre services.
- 14) Involve school staff in the evaluation of the effectiveness of resource centre program in terms of district guidelines and school objectives.

2. Competency: Selection of Learning Resources

The selection of learning resources includes the ability to apply basic principles of evaluating learning resources for the purpose of developing a collection which will support the instructional program in the school.

Indicators of Competence:

The learning resource teacher is able to:

- 1) Develop and implement criteria for the evaluation and selection of a wide range of resources.

- 2) Develop policies and procedures for the selection of learning resources which meet curricular, informational and recreational needs.
- 3) Build a collection of bibliographic and evaluative sources to provide current information about learning resources and equipment.
- 4) Organize teacher involvement in the preview, evaluation and selection of learning resources.
- 5) Develop extensive "consideration for purchase" files of book and nonbook media.

3. Competency: Acquisition, Organization and Circulation of Learning Resources

The acquisition, organization and circulation of learning resources includes the professional tasks of classifying and cataloguing information and of organizing circulation procedures and the supervision of efficient and systematic technical and clerical support services.

Indicators of Competence:

The learning resource teacher performs, organizes systems and/or deploys trained assistants to:

- 1) Implement procedures for ordering, receiving and processing learning resources.
- 2) Classify and catalogue learning resources as necessary and according to accepted standards.
- 3) Maintain an accurate catalogue according to established rules.
- 4) Develop an efficient system for lending, renewing, reserving and recalling needed learning resources and equipment.
- 5) Route curriculum resources and professional materials.
- 6) Establish procedures for, and encourage the use of, interlibrary loans.
- 7) Select commercial cataloguing services appropriate to school needs.

4. Competency: Reading, Listening and Viewing Guidance

Guidance in reading, listening and viewing includes the ability to assess student needs and interests and to provide resources which satisfy a given situation. Through this guidance students develop attitudes, appreciations and skills that motivate and stimulate the improved selection of appropriate learning resources.

Indicators of Competence:

The learning resource teacher is able to:

- 1) Work with individuals and groups of students to provide direction, improve selection, and develop critical thinking.

- 2) Provide guidance for students and teachers during the school day and before and after school.
- 3) Share with students and teachers the joy of reading.
- 4) Promote appreciation and interest in the use of learning resources by giving book/media talks.
- 5) Develop storytelling, storyreading and other resource-centered programs for language development.
- 6) Assist students and teachers in the effective use of media.
- 7) Recommend to teachers learning resources in various formats which may assist in the accomplishment of specific learning objectives.
- 8) Advise teachers of medium appropriateness for particular instructional purposes.

5. Competency: Design and Production of Learning Resources

The design and production of learning resources include the ability to plan, design and produce materials for a specific instructional purpose, such as to improve communication effectiveness skills, where appropriate commercial materials are not available.

Indicators of Competence:

The learning resource teacher is able to:

- 1) Advise students and teachers in media design and production through instruction and in-service programs.
- 2) Supervise the production of materials such as cassettes, slides, transparencies, talking books, video and slide/tape presentations.
- 3) Assist in the evaluation of media produced.

6. Competency: Information and Reference Services

Information services include the ability to use reference materials in seeking answers to questions. The learning resource teacher also acts as a liaison between the resource centre/school and outside agencies for information services and resources.

Indicators of Competence:

The learning resource teacher is able to:

- 1) Answer, or obtain answers to, questions from teachers and students.
- 2) Provide guidance to teachers and students on locating information.

- 3) Develop a working relationship with public libraries, specialized libraries, other resource centres, community organizations, resource people and district resource services.
- 4) Locate specific information and resources found outside the school.
- 5) Participate in cooperative and coordinated projects within the district which involve the sharing of ideas, experiences and learning resources.

7. Competency: Promotion of the Effective Use of Learning Resources and Services

The promotion of the effective use of learning resources and services includes the ability to alert users to the full range of available resources.

Indicators of Competence:

The learning resource teacher is able to:

- 1) Communicate effectively with teachers and administrators.
- 2) Develop an informational and public relations program for staff, students and the community.
- 3) Capitalize on themes through special promotions and media celebrations.
- 4) Develop bulletin boards, displays, and other publicity materials.

8. Competency: Cooperative Program Planning and Teaching

Cooperative program planning and teaching include the ability to participate as a teaching partner in the accomplishment of identified learning objectives through a knowledge of recommended resources and appropriate teaching/learning strategies.

Indicators of Competence:

The learning resource teacher is able to:

- 1) Develop cooperatively with teachers a sequential list of media, research and study skills for cross-grade and cross-subject implementation.
- 2) Plan and develop units of work with teachers from the setting of objectives to evaluation.
- 3) Integrate media, research and study skills with classroom instruction for independent and continued learning.
- 4) Pre-plan with teachers and teach skills integrated with classroom instruction to large and small groups and individuals.
- 5) Integrate the planned use of learning resources with the educational program.

- 6) Provide leadership to develop programs which integrate the promotion of reading with the total school program and with individual teacher programs.
- 7) Initiate specific teaching units to encourage the acquisition of skills and the effective use of learning resources.
- 8) Provide curriculum-related book and nonbook media talks and celebrations.
- 9) Compile bibliographies, resource lists and book and nonbook media lists as needed.

9. Competency: Professionalism and Leadership

Professionalism and leadership include the ability to develop and promote the use of the human and material resources of the school resource centre and its facilities through cooperative professional activities.

Indicators of Competence:

The learning resource teacher is able to:

- 1) Develop a strong team approach with other teachers.
- 2) Lead in-service education programs on the effective use of the resource centre: criteria for selection of materials; designing resource-based units of study; using audio-visual equipment; promoting voluntary reading; media, research and study skill development; cooperative teaching; community resources.
- 3) Share techniques and strategies for using learning resources.
- 4) Involve students and staff in establishing learning resources policy and service guidelines.
- 5) Plan strategies for developing, presenting and securing support for learning resource services.
- 6) Serve on local and district curriculum committees.
- 7) Keep abreast of current developments in school librarianship, library and information science, media services and related fields.
- 8) Participate in the school's educational program by serving on advisory groups and committees and working with the student extra-curricular program.
- 9) Take advantage of opportunities for continuing education and professional development.
- 10) Apply specific research findings and the principles of research to the development and improvement of resource centre services.
- 11) Maintain membership and participate in professional education and library associations at the local, provincial and national levels.

Guiding Principles for Education for School Librarianship

Although there is little consistency in provincial requirements for learning resource teachers, the Canadian School Library Association believes that programs for the education of learning resource teachers should reflect the areas of competence outlined. Further, the following basic principles should form the foundation for formal education programs:

- * a valid teaching certificate and successful classroom teaching experience should be required of all candidates prior to entry
- * programs should be offered at the post-baccalaureate and/or graduate levels only
- * courses should reflect the general framework of teaching and learning in elementary and secondary schools
- * programs should reflect an integrated approach to "library" and "audio-visual" services
- * programs should be a minimum of one academic year or equivalent
- * access to programs should be improved through part-time and summer session study and continuing education opportunities

New and revised programs for the education of learning resource teachers should be based on required competencies. These programs and provincial requirements should be developed as soon as possible by agencies involved in education for school librarianship in consultation with the appropriate professional associations.

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APPENDIX B

CASE STUDIES FOR PROBLEM SOLVING

Case studies are effectively used in workshop situations to analyze a problem, to determine practical solutions and to provide an opportunity to compare approaches and problem solving strategies. The following case studies, which are based on the experiences of several teacher-librarians, represent incidents relating to cooperative planning and team teaching. The principles presented in this publication will provide a perspective which frames a positive examination of each situation.

These guidelines for workshop leaders ensure successful discussions:

1. *Establish time limits* for the discussions based on available time. This will vary according to the individual sessions in question.
2. *Form small groups* composed of not more than 6 people.
3. *Select a discussion leader and a recorder* for each small group. The leader ensures that the activity generates positive solutions by not accepting negative comments.
4. *Distribute case studies* to each small group. Each group leader should have a copy of the case study to be discussed.
5. *Use either of these approaches:*
 - * Each small group has the same case studies. This method provides an opportunity to compare solutions.
 - * Each small group has different case studies, allowing more situations to be discussed in the same amount of time. When

solutions are reported back, it is possible to elicit comments and reactions from the whole group.

6. *Direct each group to:*

- * Identify the central problem(s).**
- * Brainstorm solutions based both on personal experience and upon information presented in Fuel For Change.**

7. *Have group recorders report back to the other participants, summarizing the incident and sharing the group's solutions.*

8. *As the workshop leader, highlight those solutions which reflect the philosophical viewpoint outlined in this publication.*

CASE STUDY # 1:

Bill Daniels is a reserved, well-organized man who has a reputation as a very effective English teacher. This year, for the first time, he has brought his grade 10 class into the library resource centre for a cooperatively planned research project. Instruction was shared by Bill and the teacher-librarian, Ms Murphy, although she did most of the preparation and approximately 60% of the in-library instruction in research skills. Mr. Daniels did do an extensive introduction in the classroom so Ms Murphy was happy to carry more of the load in the library resource centre. Instruction was kept as brief as possible so that the bulk of the four hours in the library resource centre could be utilized by students to locate materials and extract pertinent information for their debate topics. The unit went extremely well. The students were interested and prepared excellent presentations while Ms Murphy was impressed with their growth in mastery of process skills. Bill Daniels expressed emphatically his view that the assignment had been of great benefit to his students but said he doubted that he would ever use the assignment again, or indeed, any similar assignment. When pressed for a reason he told Ms Murphy that he had been bored. He said, "I went into teaching because it gave me a chance to express myself. I can be all the characters in a novel. I can control the attention of a entire group of people and it's an exciting feeling!" Ms Murphy did not know how to go about getting him to change his mind.

CASE STUDY # 2:

One day after school Joan Hudson, a grade 6 social studies teacher, met with John Lee, the teacher-librarian, to plan a unit on "The Oriental Cultural Realm" using a centres approach. They had met on two previous occasions and Joan felt that a quick planning session was necessary to ensure that all the centre materials (eg. job cards, instruction cards, print and non-print library resource materials) were organized. She also wanted to discuss evaluation of the unit as she needed marks for report cards.

After John and Joan had completed the final organization of the centres, Joan said, "John, I'm very pleased with the multi-resource based activities that we have developed in this unit. With each of us preparing three centres, you really have cut my work in half. My students are going to have fun. However, I am concerned about evaluation of the students' work. In a previous unit I had the students judge the quality of their own work and self-evaluate. Then I evaluated their work and conferenced with each student to compare the results and point out areas of weakness and strength. John, what do you think? How should we approach evaluation of these centres?"

Looking at his watch, John said, "Well, if you want to start this unit tomorrow I think we should forget about self-evaluation. The kids just put down the mark they want anyway. Why don't we simply evaluate students' work when they are finished the centre? We did decide to use teacher checkpoints to ensure draft copies were proofread by one of us, so I don't see any problems with evaluating the final copy when the student has finished the centre. Maybe we should consider time management and neatness as criteria. Yes -- that should do it."

Hesitantly, Joan agreed as she knew John was in a hurry and she did want to start the unit the following day, but she still had reservations about the evaluation.

CASE STUDY # 3:

Mrs. Whelan and the teacher-librarian, Miss Frank, planned their first resource-based unit together on the topic of the Middle Ages. Their plans were made well in advance so that additional materials could be secured from other libraries and so that they would have time to match lower ability students with appropriate materials. Goals and objectives were well thought out and consideration was given to how student achievement and unit effectiveness could be evaluated later. They agreed that Miss Frank should give an introduction to some of the special materials during the first period that the students were in the library, focusing on how to find information in the books by using tables of contents, indexes, lists of illustrations and key word strategies.

Miss Frank went to a great deal of work in securing materials and in preparing the introductory lesson. She was very pleased with her presentation. When she finished the 20 minute introduction, she returned to her technical duties. Miss Frank felt she had provided the students with a sound basis for a successful approach to the materials.

Mrs. Whelan expected Miss Frank to return and assist individual students with locating and extracting information for the remainder of the period. When Miss Frank did not return, Mrs. Whelan felt annoyed, and then irate as the individual demands of almost the whole class pressed upon her. When the bell sounded to end the period, Mrs. Whelan did not even bother to have the students return the materials to the shelves or trolley and straighten up the area, but stormed out past Miss Frank's desk saying, "Well, that certainly didn't work out very well. This planning together you were so keen on doesn't seem too effective!"

CASE STUDY # 4

Pat Johnson was a parent volunteer in the library resource centre. Being very artistic, Pat has assisted Linda Brown, the teacher-librarian, to design many job card and folders for the cooperatively planned and team-taught activities which occurred regularly in the LRC. Pat was very impressed with the way in which most students came and worked in the LRC and looked forward to her grade 1 son, Joe, participating in a unit. She decided to approach Linda for information. She said, "Linda, since it is the end of January I was wondering when Joe's class would be starting a project in the library. I've noticed the other grade 1 class has almost finished the unit on communities. Will Joe's class begin something soon?"

Linda thought to herself, "I wish I knew!" but diplomatically said, "I've spoken to Joe's teacher, Mrs. Henry, and she feels it's important to continue to bring her grade 1's and conduct her own book exchange rather than embark upon a unit in the LRC. However, I am hoping that we will develop a unit in the spring." Less than satisfied, Pat went back to her work.

In the spring Joe and his class were still coming to the LRC for class book exchanges. At this time Linda was usually busy team-teaching. To her frustration she was frequently interrupted by the noise and confusion at the circulation desk. On one occasion Pat was also there. After the class left Pat said to Linda, "Gee, I'm sorry Joe forgot to return his book today. Unfortunately, he and the other kids who forgot their books got rambunctious after looking at books for 20 minutes. They had to sit out while the others finished signing out their books. I know Joe is not an angel, but I wonder about the use of his time. I sure would like him to have an opportunity to work at some of those centres I've helped draw, and cut and color. Have you arranged a time for the unit to begin?"

Linda really felt she could not make any comments but stated that she would see about arranging a unit in the near future. Pat nodded and said, "I hope you don't think I'm overstepping my boundaries but because I think so highly of the things that go on here, I'm going to ask Mrs. Henry when Joe will get an opportunity to work at the centres in the library."

GRENFELL LIBRARY
RESOURCE CENTRE

GRENFELL LIBRARY
RESOURCE CENTRE