NEBRASKACCESS
Your Information Connection Across Nebraska

Title: Famous Scientists
Grade: 7th & 8th grade | **Subject:** Science
Created by: Kelli Lewis, Omaha Public Schools (Dec. 2005)

Concept / Lesson Overview:

Intended for middle school students, this lesson is to be taught in conjunction with the content area teacher. The project will take approximately three class periods to complete with the first two days for student research in the library/computer lab. Students will research a famous scientist using electronic sources such as web sites and the Wilson Biographies Plus Illustrated database. The media specialist will go over how to access and use the NebraskAccess databases in addition to informing students about the differences between databases and web sites. Web site evaluation will also be taught to the students so they will be knowledgeable about how to choose the best sources for their topic. Once students have completed their research, they will put together a poster that highlights the accomplishments of their scientist on day three.

* Procedures that follow are for day one of the three-day project.

Objectives:

1. The students will research a famous scientist using NebraskAccess databases.

2. The students will understand the differences between a web site and a database.

3. The students will learn how to evaluate web sites.

4. The students will find information, take notes, and cite their sources.

Standards Addressed:

1. *ALA/ AASL Information Literacy Standard #1*: The student who is information literate accesses information efficiently and effectively.

2. *ALA/ AASL Information Literacy Standard #2*: The student who is information literate evaluates information critically and competently.

3. *ALA/ AASL Information Literacy Standard # 3*: The student who is information literate uses information accurately and creatively.

4. *Nebraska LEARNS Standard for Reading/ Writing 8.1.2*: Students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

5. Nebraska *LEARNS Standard for Reading/ Writing 8.2.5*: Students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

6. *Nebraska LEARNS Standard for Science 8.8.1*: Students will develop an understanding of science as a human endeavor.

7. *Nebraska LEARNS Standard for Science 8.8.3*: Students will develop an understanding of the history of science.

8. *OPS Library Media Content Standard 002*: Use efficient search techniques to access information from both print and non-print resources.

9. OPS *Library Media Content Standard 003*: Identify and gather sources of information and evaluate them for relevance and reliability.

Materials Needed:

1. Computers with Internet access.
2. Data projector.
3. Student handout (from content area teacher) - Famous Scientist Wanted Poster (attached).
4. Student handout for taking notes (attached).
5. Research skills assessment (attached).

Anticipatory Set:

Ask students to write down the name of a famous person that they would like to learn more about. After each student has written down a name, tell them they are going to learn about a new tool called Wilson Biographies Plus Illustrated that will help them find biographical information.

Procedures:

Prior to coming to the library, middle school students will have discussed the requirements of the "Famous Scientist Wanted Poster" with the content area teacher. They will be using the library to locate two electronic sources on their scientist. One of the sources must be from Wilson Biographies Plus Illustrated, while the other source must be a web site.

1. Using data projector, introduce students to the NebraskAccess databases located at http://www.nlc.state.ne.us/nebraskaccess/. Explain the differences between web sites and databases (e.g. anyone can make a web page, but database articles have been reviewed). Show students how to access the NebraskAccess databases from home with a driver's license.
2. Demonstrate how to search for people on Wilson Biographies Plus Illustrated using the advanced search feature.
3. Allow students to independently practice using Wilson Biographies by having them look up information on the famous person they would like to learn more about (see Anticipatory Set).
4. Discuss web site evaluation with the students stressing that not everything on the web is good information. Pass out student handout titled "Science Website Evaluation". Go over the handout with the students and explain that they will use it to determine the quality of their web site. The handout will then be turned in along with their poster upon completion of the assignment.
5. Remind students to write down citation information as they do their research so they can keep track of the sources they used. Students can use attached note taking sheets for their research.
6. Allow students to get started finding their sources for their famous scientist poster. Assist students as needed.

Closure:

Review with students the differences between a web site and a database. Also, review the characteristics of a good website. Discuss student progress that was made today. Remind students that they need to use the Wilson Biographies database and one web site as sources. Tell students that they will continue their scientist research tomorrow.

Assessment (attached):

Using the attached "Student Research Assessment", students can quickly be assessed on their research skills while they are working in the library.

Adaptations for Special Education Students:

Project requirements can be shortened or modified as needed for special education students.

Science Website Evaluation Form

TITLE OF SITE: _____ URL: _____	YES	NO
CONTENT		
Is the information useful for your purpose?		
Is the site unique and better than other sites?		
Is the site easy to read?		
Is the information spelled correctly with no grammatical errors?		
AUTHORITY & REPUTATION OF THE SOURCE		
Is the author's name listed?		
Is contact information provided such as an email address?		
Is the author's educational background provided?		
Does the author have a science background?		
CURRENCY		
Does the site say when the page was created or last updated?		
Do all the links work?		
DESIGN & NAVIGATION		
Is the text easy to see against the background color?		
Are the graphics clear and appropriate?		
Can you move around the web site easily?		
Can you access information quickly? (Within 3 clicks)		

Payton, T. (2002). *Web evaluation for intermediate grades*. **Retrieved October 13, 2003, from** **http://www.siec.k12.in.us/~west/edu/rubric2.htm** **through UNO's Blackboard course documents.**

Schrock, K. (2002). *5 W's for evaluating web sites*. **Retrieved October 13, 2003 from** **http://kathyschrock.net/abceval/5ws.htm** **through UNO's Blackboard course documents.**

Sette, L. (1999). *Evaluating web sites*. **Retrieved October 14, 2003 from** **http://info.med.yale.edu/library/altmed/selection.html** **through UNO's Blackboard course documents.**

Zauha, D. (2003). *Website evaluation: Design it before you build it!* [Class Handout]. Author.

Source: _____

Notes:

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Source: _____

Notes:

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Source: _____

Notes:

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Student Research Assessment

Student Name: _____

CATEGORY	4	3	2	1
Using Nebraska Access	Student can independently access information.	Student can access information with little assistance.	Student can access information with some assistance.	Student struggles with use of the databases.
Locating & evaluating Internet sources	Student can independently locate a website on their scientist. Website evaluation form is also completed.	Student can locate a website on their scientist with little assistance. Website evaluation form is also completed.	Student can locate a website on their scientist with some assistance. Website evaluation form is partially completed.	Students are unable to locate a website on their scientist. Website evaluation form is not completed.
Using class time effectively	Student uses class time effectively and always stays on task.	Student uses class time effectively and stays on task most of the time.	Student does not use class time effectively and was off task some of the time.	Student does not use class time well and was off task most of the time.
Taking notes and citing sources	Student independently gathers information, takes notes, and cites sources.	Student gathers information, takes notes, and cites sources with little assistance.	Student gathers information, takes notes, and cites sources with some assistance.	Student struggles with gathering information, taking notes, and citing sources.

Created on Wednesday, November 30, 2005 using: **rubistar**.4teachers.org/

Famous Scientist Wanted Poster

Name _____ Due Date_____

Basic Requirements:

1. 8 ½ x 11 sheet of paper – any color
2. First, middle and last name of your scientist
3. Picture of your scientist
4. His/her birthday
5. ONE sentence of why they are famous or "wanted"
6. Country he/she was born in
7. Where he/she did their work
8. Date of death or current age if living today
9. His/her accomplishments in your own words: 3 – 5 complete sentences
10. Your name in the bottom RIGHT corner

Choose 5 of the following requirements to add to your poster:

1. A quote by your scientist
2. 1-2 additional pictures of your scientist
3. A picture of what they worked on, ex. Invented telephone
4. Where they went to school/college
5. If they had any other jobs, ex teacher, lawyer, doctor…etc.
6. Family information: husband/wife, children, parents, brothers, sisters.
7. What else was happening in history when this scientist was famous? Ex. WWII
8. Did this scientist work with another scientist? Who was it and what did they do?
9. Are there any museums or other places that are named after your scientist? Where is it?
10. Place your poster in a piece of construction paper to make it sturdy and add a border.

Your grade will be determined by:

- Overall presentation, neatness and creativity
- Spelling, grammar, sentence structure, and accuracy of information
- Completeness, all requirements have been met
- Handed in on time