

Instructional Recipe

What are the Advantages of the K-12 Databases VS Google or Wikipedia?

Grades 6-8

Technology Applications and Reading/ELA



Online research and information resources available through a partnership between the Texas State Library and Archives Commission, the Texas Education Agency and Education Service Center, Region 20 <http://web.esc20.net/k12databases>

Step 1 – Ask

Objectives: Students will compare and contrast content in databases and on the open Web. They will evaluate both types of content and decide what is the most reliable source of information. They will finally present their conclusions based on evidence.

Introduction: Today, the World Wide Web is the number one place where people look for information. By using a search engine like Google, Yahoo, Ask or Altavista, users can search for results through billions of websites in just a fraction of a second. But is this information always reliable? And how can you sort through thousands or even millions of results to find what's relevant for your project?



Image source: "Internet: Internet cafe in Russia." Online Photograph. Encyclopædia Britannica Online School Edition. 2 June 2009 <<http://school.eb.com/ebi/art-108300>>.

Ask:

- ★ What are the K-12 Databases?
- ★ Where does the information come from?
- ★ How can I access the resources?
- ★ Who can publish on the open Web?
- ★ Where does the information from Wikipedia come from?

Vocabulary:

- ★ information literacy
- ★ Boolean operators
- ★ search engine / search directory
- ★ simple search / advanced search
- ★ Open Web / invisible Web / subscription databases
- ★ Internet / World Wide Web
- * validation
- * database / interface

New reading/ELA TEKS:

(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

- (A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;
- (B) differentiate between primary and secondary sources;

Technology Application TEKS:

(4) Information acquisition. The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

- (A) use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and
- (B) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

(6) Information acquisition. The student evaluates the acquired electronic information. The student is expected to:

- (A) determine and employ methods to evaluate the electronic information for accuracy and validity;
- (B) resolve information conflicts and validate information through accessing, researching, and comparing data; and
- (C) demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.

Step 2 – Investigate

Students compare resources from the open Web and the K-12 Databases for accuracy. Choose from one or more of the examples below or select your own.

1) Why is the Pacific Northwest tree octopus endangered?

- <http://zapatopi.net/treeoctopus/>

- Norman, Mark. "Wizards of the Sea." National Geographic Kids (Oct. 2004): 38. Middle Search Plus. EBSCO. 31 May 2009

<<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=14670981&site=srck5-live&scope=site>>.

2) Is di-hydrogen monoxide dangerous?

- <http://www.dhmo.org/>

- "water." Encyclopædia Britannica. 2009. Encyclopædia Britannica Online School Edition. 20 Feb. 2009

<<http://school.eb.com/eb/article-9076210>>.

3) What kind of person was Martin Luther King?

- www.martinlutherking.org

- "King, Martin Luther, Jr.." Compton's by Britannica. 2009. Encyclopædia Britannica Online School Edition. 31 May 2009 <<http://school.eb.com/comptons/article-9275278>>.

- Large, Ron. "Martin Luther King, Jr.: Ethics, nonviolence, and moral character." Journal of Religious Thought 48.1 (Summer91/Fall91 1991): 51. World History Collection. EBSCO. 31 May 2009

<<http://search.ebscohost.com/login.aspx?direct=true&db=wdh&AN=9608132971&site=src-live&scope=site>>.

4) Was Jane Addams' Hull House haunted?

- Wikipedia – "Hull House"

- "Hull House." Encyclopædia Britannica. 2009. Encyclopædia Britannica Online School Edition. 20 Feb. 2009 <<http://school.eb.com/eb/article-9041459>>.

- Harmon, Melissa Burdick. "Famous Faces, Famous Places: America's Most Mysterious Sites." Biography 4.3 (Oct. 2000): 50. Middle Search Plus. EBSCO. 31 May 2009

<<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=3595865&site=src-live&scope=site>>.

Step 3 – Create

Students will organize the information found in one or more of the following ways:

- ★ Students create a Venn Diagram to compare and contrast the information found on the open Web and on the K-12 Databases. Students will conclude if information in the open Web can always be trusted, if authors can be biased, and if
- ★ Students create a KWL chart and complete it with what they want to know, what they already know and what they learned in the K-12 Databases.
- ★ Students map all the details learned in the K-12 Databases about a specific topic of their choice.

🔗 Technology Link – Students may use software like Inspiration or Web 2.0 tools such as Webspiration or Bubbl.us

Step 4 – Discuss

Students will choose one or more of the following projects:

- ★ Students will role-play how Martin Luther King would feel if he read a biased and/or false website about himself.
- ★ Create a Readers Theatre about true and false information about Martin Luther King.
- ★ Students will create a game on how to validate information on the Web. Students may refer to Alan November's Information Literacy Resources at <http://novemberlearning.com/resources/information-literacy-resources/>
- ★ Students will create an advertisement of the K-12 Databases.
- ★ Students will create a video montage or trailer that highlights the pros and cons of the open Web and the K-12 Databases.

🔗 Technology Link – Students may use multimedia or video editing software to create the advertisement or video montage. Students may create a board game or a Jeopardy game using PowerPoint, Keynote or an interactive whiteboard flipchart.

Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Rubric Readers Theatre

Criteria	4	3	2	1
Performance	Performance was clear and without mistakes.	Performance was clear and without mistakes most of the time.	Performance was somewhat clear and with some mistakes.	Performance was not clear and had many mistakes.
Characterization/ Expression	Students used consistent voices, facial expressions and movements to make the characters come to life and the story more easily understood.	Students often used voices, facial expressions and movements to make the characters come to life and the story more easily understood.	During parts of the play, the students tried to use voices, facial expressions and movements to make the characters more real and the story more easily understood.	The students tell the story but do not use voices, facial expressions or movement to make the storytelling more interesting or clear.
Props & Costumes	Props and costumes were used effectively and enhanced the character and performance. Students transformed into the characters.	Props and costumes were somewhat effective and worked to enhance the performance. Some parts of the role were altered.	Props and costumes were used, but did not always work to transform the students into the characters.	Props and costumes were not used or were used improperly.
Knowledge of the Topic	Students know the topic well and have obviously practiced telling the story several times. They are confident.	Students know the topic pretty well and have practiced telling the story once or twice. May need script or prompting once or twice, but they are relatively confident.	Students know some of the story, but do not appear to have practiced. May need script or prompting 3-4 times, and the speakers appear uneasy.	Students could not tell the story without using script or prompting.

Rubric Advertisement or Video Montage

Criteria	4	3	2	1
Clips/Images	Visuals were carefully selected to make the point and illustrate examples; visuals match the audio.	Most visuals were carefully selected to make the point and illustrate examples; visuals match the audio for the most part.	Some images do not seem to be aligned with the audio and do not seem to be the best to make the point.	Images were not carefully selected and therefore audio and video do not match.
Credits	Appropriate credit was given to all sources using the correct format.	Most sources were credited using the correct format.	Many sources were not credited properly.	Few or no sources were given proper credit.
Organization	The ad or video montage is very well organized and planned; ideas flow logically and keep the viewers interested.	The ad or video montage is well organized and planned; ideas flow logically for the most part, and viewers are interested.	The ad or video montage could have been more carefully planned and organized; some ideas seem unrelated or irrelevant.	The ad or video montage is poorly planned and organized; most ideas do not seem relevant and viewers do not seem interested in the topic.
Editing	The slides, images, sounds and videos are of excellent quality and the length is appropriate.	The slides, images, sounds and videos are of good quality but the length is appropriate.	The slides, images, sounds and videos are not all of good quality but the length is appropriate.	The slides, images, sounds and videos are of poor quality or inappropriate for school, and the file is too long or too short.