Research Databases

Course Name: ELA
Time Frame: 3 40 minute class periods
Unit/Theme: Research
Grade Level: 7

CONTENT AND SKILLS
Learning Objectives: ● Students will be able to explain that a database remotely stores and organizes information from a variety of sources to provide easy access. ● Students will conduct two assigned searches in a designated database, analyze the results, and will explain which search is better based on the information need provided. ● Students will create database search strategies based on their individual changing information need. They will analyze their results and explain why they received those outcomes. ● Students will reflect upon the different search tools they used during their research and explain which was best for their information needs.
Essential Questions (optional): ●
Students I can statements . . . ● I can explain that a database remotely stores and organizes information from a variety of sources to provide easy access. ● I can conduct two assigned searches in a designated database, analyze the results, and will explain which search is better based on the information need provided. ● I can create database search strategies based on my individual changing information need. ● I can analyze my results and explain why I received those outcomes. ● I can reflect upon the different search tools I used during their research and explain which was best for my information needs.
How will you meet the needs of SWD and ELL/MLL students? How will you make sure this lesson is culturally responsive?
AASL (American Association of School Librarians) Content Standards List all standards and how learners will meet the standard
● **.Inquire: B.2**. Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps. ● **Inquire: D.4**. Learners participate in an ongoing inquire-based process by using reflection to guide informed decisions.
NYS Computer Science and Digital Fluency Standards List all standards and how learners will meet the standard

- **7-8.NSD.5** - Summarize how remote data is stored and accessed in a network.
- **7-8.CT.1** - Compare the results of alternative models or simulations to determine and evaluate how the input data and assumptions change the results.
- **7-8.CT.4** - Write a program using functions of procedures whose names or other documentation convey their purpose within the larger task.
- **7-8.IC.6** - Assess the accessibility of a computing device or software application in terms of user needs.
- **7-8.DL.3** - Compare types of search tools, choose a search tool for effectiveness and efficiency, and evaluate the quality of search tools based on returned results.

CASEL COMPETENCIES and/or NYS SEL BENCHMARKS

- **1A.3c.** Demonstrate the capacity to maintain concentration on a task.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

Day 1 – Introduction to databases

- Students are asked to discuss in their table groups "what is a database, or what are some features of a database?" They will share with the entire class what they discussed.
- We will compare a database with an online filing cabinet. Key features: accessed online from a remote location, information from a variety of sources, information is organized for ease of access, results are determined by search strategies,
- Students will work independently or with a partner to complete the "Searching in a Database" document (either online or paper). This activity requires students to analyze the results of two different, predetermined, searches from Gale in Context: High School, and explain which search is better for the stated information need. **(7-8.CT.1)**
- As students complete the activity, they will explain their thinking to teacher
- Students will complete a ticket to leave answering the questions: What is a database? How does it work? **(7-8.NSD.5)**

Day 2 - Developing Search Strategies

- We will review what a database is as a whole group. We will correct any misconceptions from the student responses on their ticket to leave.
- We will review their findings from 'Searching in a database' activity. Each group will identify a key learning from the Day 1 activity.
- I will model developing a search strategy based on my information need/ research questions.
- We will review the 'Database Searching: Understanding Your Results' document.
- Students will help me identify the search terms I need to use in order to locate the information I need.
- Students will have time to review their research questions and complete the first row on the document before they are able to begin to conduct their searches in the database. **(7-8.CT.4)**
- Students are informed that they are to use this document for each search they conduct.

Day 3 – Work Period

- Teacher will circulate and meet with each student to ensure they are using the document properly and creating the searches they need based on their identified information need.

Post Research time in the library

- Students will complete a reflection about their sources and searching. **(7-8.DL.3) (7-8.IC.6)** Form with student responses

ASSESSMENT(S) / PROJECTS / PRODUCTS

- Day 1 – 'Searching in a Database' activity, Ticket to Leave
- Day 2 – 'Database Searching: Understanding Your Results' document
- Post Library time - Reflection

INSTRUCTIONAL TECHNOLOGY INTEGRATION

- Students will use their laptops to access the *Gale in Context: High School* database.
- Students have the option to either use an Office 365 Word document or a paper copy of all handouts
- Office 365 Reflection Form

MATERIALS / RESOURCES

- Instructional PPT presentation
- 'Searching in a Database' activity
- Database ticket to leave
- 'Database Searching: Understanding Your Results'
- Reflection – Office 365 Form

ADAPTATIONS FROM PEER FEEDBACK

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