Library Lessons Ideas incorporating Multimodalities

**Library Skills**

**Dewey Decimal System** – My goal is to facilitate the teaching and learning of how the Dewey Decimal System is used to classify non-fiction books. Using various modalities, the students will demonstrate an understanding of how to use the Dewey Decimal System to locate non-fiction books in the library.

Auditory learners

* Students will create a song or poem about the Dewey Decimal Classification System, explaining what it is, what it does and the ten main categories of it. To get ideas, they may view

*Dewey Rap*

<http://www.schooltube.com/video/a6f0e9bf883c6426497b/The%20Dewey%20Decimal%20Rap>

or

*We Didn’t Start the Fire*

<http://www.schooltube.com/video/7baa4e7b6318db2301ef/We-Didnt-Start-the-Fire>

and then each student will create his/her own version, as either a song or a poem. Students will present their finished songs or poems to the class.

Kinesthetic learners

* In small groups, students will create “living” Dewey Decimal categories, by “acting out” each main category. They will state the range of numbers and the name of the category and then do a pose or perform something representing the category. For ideas, they may view

<http://www.schooltube.com/video/85ad182d6c8377a0b40d/Remembering%20the%20Dewey%20Decimal%20System>

or

Students explaining & touring the Library using the Dewey Decimal System (There are 2 mistakes in this video. Have the students identify and correct them)

<http://www.schooltube.com/video/7a69ccafe3646a2e3f87/The%20Dewey%20Decimal%20System>

Tactile learners

* Students will present artistic representations of the main categories of the Dewey Decimal System. They may create the project or find and bring in something that represents the category. This may be done in small groups or individually.

**Research Skills**

**Big 6 Research Strategies**

Following whole class instruction on how to incorporate the Big 6 Research Skills technique in doing research, students will demonstrate their understanding of the procedure using various modalities.

Tactile learners

* Students will create posters, flyers or bookmarks detailing the steps in the Big 6.

Kinesthetic learners

* Students will act out or become living statues demonstrating each step of the Big 6.

Auditory learners

* Students will create a song (by changing the lyrics of a song) or poem detailing the steps in the Big 6. Possible songs could include *How Will I Know,* by Whitney Houston, *Step by Step*, by Eddie Rabbit, *Till the Love Runs Out,* by One Republic

5th Grade- Working with the Key Ideas and Concepts within the new NY State K-8 Social Studies Framework, the following are research projects could be done in collaboration with classroom teachers.

**Mayan, Aztec, Inca Project**

[Key Idea 5.2b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.

* Students will compare how the Mayas, Aztecs and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter and transportation systems for each.]

Working in small groups, students would create projects about either the Mayas, the Aztecs or the Incas. They would find their information in non-fiction books and reference books containing informational text, subscription databases such as WorldBook online and Scholastic Go (Grolier online). Possible final projects could include:

Tactile learners

* Students will create 3 dimensional representations of their assigned civilizations’ clothing, farming, shelter or transportation system. This could include a model of the type of shelter they lived in, and example of the typical clothing worn, a map/model of their farming or tools used in the farming and/or a model or drawing of their transportation. Materials needed could include clay, fabric, poster board, craft sticks.

Kinesthetic learners

* Students would act out what life was like for the people of their assigned civilization, by talking about and demonstrating what their shelters, clothing, farming and transportation were like. This could also be done as a mock interview of someone from that civilization.

Auditory learners

* Students will present their information as an oral report set to a song, wherein they change the lyrics of the song to their research findings. Possible songs are *The Story of My Life*, by One Direction or *Unwritten*, by Natasha Bedingfield.

**Biography project on Civil Rights Leaders**

[Key Idea 5.6c Across time and place, different groups of people in the Western Hemisphere have struggles and fought for equality and civil rights or sovereignty.]

Using library resources such as non-fiction books and reference books containing informational text, subscription databases such as WorldBook online and Scholastic Go (Grolier online), students would complete projects on the life and accomplishments of Civil Rights leaders.

Tactile learners

* Students will create “A Walk in My Shoes”, in which a student decorates a shoe or flip flop with pictures representing the leader they researched. They would present it to the class, explain what each picture of item represents, thereby sharing important facts about the leader. An example of one of these, based on Bethany Hamilton is in the library.

Kinesthetic learners

* Students will “be” the leader they researched, telling “their” life story, dreams/goals and accomplishments to the class.

Auditory learners

* Students will present the information on their leader as a poem or song, changing the lyrics of a song of their choice to their research findings. Possible songs are *Abraham, Martin and John*, by Dick Holler, *The Story of My Life*, by One Direction or *Unwritten*, by Natasha Bedingfield.

**Western Hemisphere Geography/Culture Project**

[Key Idea 5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. 5.4a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere. 5.4b The Western Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include: -North America (Canada and the United States) -Mesoamerica (Mexico and Central America) -Caribbean -South America 5.4c The physical environment influences human population distribution, land use, and other forms of economic activity. >Students will map the regions within the Western Hemisphere and locate major physical features within each region. >Students will create a political map of the Western Hemisphere noting which countries are in which region and a political map of the United States showing the location of the states.] [Key Idea 5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. 5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries. >Students will explore key cultural characteristics such as the languages and religions and contributions of the United States, Canada, Mexico, and one Caribbean or one South American country. >Students will compare and contrast key cultural characteristics and the contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America.]

Using library resources such as non-fiction books and reference books containing informational text, subscription databases such as WorldBook online and Scholastic Go (Grolier online), students would complete projects on the different regions of the Western Hemisphere.

Tactile learners

* Students would create a travel brochure of their region of the Western Hemisphere. This would include physical location, a map, climate, natural resources, population, language, religion and cultural contributions.

Auditory learners

* Students would create a radio commercial advertising their region. Factual information would include descriptions of the physical location, climate, natural resources, population, language, religion and cultural contributions.

Kinesthetic learners

* Students would create a television commercial advertising their region. Factual information would include descriptions of the physical location, a map, climate, natural resources, population, language, religion and cultural contributions.

**Eastern Hemisphere Geography/Culture Project**

[Key Idea 6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern

Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.

6.1a Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.

6.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:

> Middle East (North Africa and Southwest Asia)

> Sub-Saharan Africa

> Europe (West, North, South, Central, and Southeast)

> Russia and the Independent States (Russia, Caucasia, Central Asia, the region of Belarus,

 Moldova, and Ukraine)

> East Asia (People’s Republic of China, North Korea, South Korea, Japan, and Taiwan)

> Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore,

 Indonesia, Brunei, Philippines)

> South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)

> Oceania (Australia, New Zealand, the Pacific)

6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.

>Students will use physical, climate, and vegetation maps in combination with population density, land

 use, and resource distribution maps in order to discern patterns in human settlement, economic activity,

 and the relationship to scarcity of resources in the present-day Eastern Hemisphere.

> To understand scale, students will work with maps at a variety of scales so they can compare patterns in population density and land use, economic activity, and political connections across the present-day

 Eastern Hemisphere, within a region of the Eastern Hemisphere, and in a specific country. In doing so,

 students will examine maps of the hemisphere, three regions within the present-day Eastern

 Hemisphere, and one specific country within each region.]

Using library resources such as non-fiction books and reference books containing informational text, subscription databases such as WorldBook online and Scholastic Go (Grolier online), students would complete projects on different countries in the Eastern Hemisphere. Whenever possible, students would be assigned a country that is part of their ethnic heritage, to serve as a research portion/tie-in to their autobiography project. If a student does not have an eastern hemisphere country in his/her background, then a country would be assigned.

Tactile learners

* Students would create a travel brochure of their region of the Western Hemisphere. This would include physical location, a map, climate, natural resources, population, language, religion and cultural contributions.

Auditory learners

* Students would create a radio commercial advertising their region. Factual information would include descriptions of the physical location, climate, natural resources, population, language, religion and cultural contributions.

Kinesthetic learners

* Students would create a television commercial advertising their region. Factual information would include descriptions of the physical location, a map, climate, natural resources, population, language, religion and cultural contributions.

**Classical Civilization Project**

[Key Idea 6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.

6.5a Geographic factors influence the development of classical civilizations and their political structures.

> Students will locate the classical civilizations on a map and identify geographic factors that influenced

 the extent of their boundaries, locate their cities on a map, and identify their political structures.

> Students will compare and contrast the similarities and differences of the Chinese (Qin, Han) and

 Greco-Roman classical civilizations by examining religion, job specialization, cities, government,

 language/record keeping system, technology, and social hierarchy.

6.5b Political structures were developed to establish order, to create and enforce laws, and to enable decision making.

>Students will examine the similarities and differences in the political systems of Chinese (Qin, Han) and

 Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations.

6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.

> Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age.

 >Students will examine how cultural achievements of these civilizations have influenced contemporary

 societies.]

Using library resources such as non-fiction books and reference books containing informational text, subscription databases such as WorldBook online and Scholastic Go (Grolier online), students would complete projects showing how a cultural achievement of one of these civilizations has influenced contemporary society. Achievements could include art, architecture, language, music, politics, religion or technology.

Tactile learners

* Students would create a model (ie. copy of a sculpture or building )

of the cultural achievement that they have researched and share information about the achievement with the class, describing how it has influenced modern culture.

Kinesthetic learners

* Two small groups of students would act out a model of a political structure of one of the civilizations and a model of a contemporary political structure, thereby comparing and contrasting the two and showing how the classical influenced the contemporary.

or

Students playing representatives of the classical civilization and the contemporary civilization could be “interviewed” by another student, who would question them about the different aspects of their society and how the classical influenced the present.

Auditory learners

* Students would present their research about their cultural achievement in a poem or song.

**Celebration of Literature**

Fun ways for students to share information about books they have read.

Tactile learners

* Students would create posters for the book. The poster could be like an advertisement, it could describe the characters, the setting or a scene, the plot, etc.

or

* Students would create a diorama type project relating to the book. An example of this based on the book, *Something Beautiful*, by Sharon Dennis Wyeth, is in the library and applies an idea from the book to the reader.
* Students would take part in a “Book Museum”, bringing in items that would have some meaning to the book. These would be displayed and information would be shared about what the item(s) mean to the book or why the student selected the item(s).

Kinesthetic

* Students would act out an important or favorite part of a book.
* Students would give a ”Booktalk”, which is like an advertisement or trailer for a book, giving enough information to interest others in reading it, without giving away any major plot details.
* Students would describe the book, from the point of view of one of the main characters, acting as the character.

Auditory

* Students would describe what it is like to listen to a book in an audiobook format, telling what they like or don’t like about it and how the experience differs from reading it in print format.
* Students would share information about a book in the form of a song or poem.