

## **SURVIVOR AT MADAGASCAR: THE LIBRARY QUEST**

- Have all computers logged onto the network.
- Hand each student a colored card to divide into tribes of 4 as they walk through door
- Students meet their fellow tribe members at table that matches the color they were handed
- Tribes are given 1 minute to come up with a name. Write tribe name on table sign.

### REVIEW OF LIBRARY RESOURCES:

1. New portal page! Please keep as your homepage.
  - a. Access progress book, INFOhio, library catalog, and Hiland webpage all from the portal page.
  - b. Offer INFOhio bookmark & promote INFOhio home use login info: hiland gohawks!
2. INFOhio search tips: Select red 6-8 resources from INFOhio carefully consider your keywords based on the challenge question.
  - a. Ask class to discuss differences & benefits of database v/s browser search (Google, Yahoo)
  - b. Give brief overview of each INFOhio database including the purpose for using
  - c. Click into Point of View Reference Center model abortion
    - i. show how to locate overview, point, and counterpoint articles
    - ii. show narrow down options using left toolbar
3. Hiland library catalog search tips: remind to use all fields search and broad topics; remind them where and why books have call numbers
4. Promote: Go Ask Act Achieve (Review this resource and how it can support their learning)
5. Promote: Research project calculator (helps set timeline, support for each step)
6. Scavenger Hunt Keyword Searching Tips:
  - Work off the East Holmes Portal Page
  - Questions, read for critical information to build keyword search terms not entire question searches
  - Use quotes if you are looking for an exact phrase (ie: “endangered species”)
  - Refine search if too narrow (no hits) or too broad (hundreds or thousands of hits)

### OBJECTIVES:

- Tribe must work together to meet the challenges while on the island
- No one will be eliminated from your tribe
- Only one tribe member is allowed at the desk at a time to get a challenge or answer a challenge.
  - You must come to us to show us your answers.
  - We won't come to you unless one person from the tribe comes up and tells us you have found the answer on the computer, etc.
- Challenge must be successfully met before we give you the next challenge
- The tribe that successfully answers all the challenges will be named the champion and be rewarded with a sweet treat (or if time runs out; the tribe that has answered the most will win!)
- When I say “let the challenge begin” one tribe member can come up to draw your first challenge from your bag.

### SURVIVOR RULES:

- \*\* Immediate elimination from the contest and expulsion from the island will occur if rules are broken!
- Conspiring against another tribe (hiding items, etc)
  - Not working as a tribe (don't let one person do it all)
  - Damaging anything on the island
  - Acting up or excessively loud (don't let others hear your answers; only hurting self)

**Let the challenge begin!**

## **LESSON OBJECTIVES**

Common Core Standards	American Association of School Library Standards
<p><b>CC.8.R.I.7 Integration of Knowledge and Ideas:</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>
<p><b>CC.8.W.8 Research to Build and Present Knowledge:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p>