# EBSCO Databases in the Classroom

Lesson Plan Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For educators, magazine articles can be building blocks, and thematic lessons help build the house. Formulated with two or three related full text articles, a cohesive thematic study can build on factual knowledge and draw students into activities that:

* Build vocabulary
* Build expository writing skills
* Explore content areas
* Spark discussion and debate
* Encourage higher level thinking skills
* Match student reading levels
* Promote literacy for both literature and information technology

### Introduction

Write a paragraph or description of the curriculum subject with details OR select and cite a passage from one of the articles as an introductory statement, depending on the lesson plan goals and objectives.

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### EBSCO Database Articles to Use with This Lesson

Include article title, AN #, and the database where you found these articles.

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### Curriculum Standards

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### Materials Needed

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### Skills Practiced (e.g. Synthesizing information, Researching, Using the Internet)

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### Co-curricular Applications

Identify other related subject areas for this lesson.

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### Building Vocabulary

Reading the articles in this unit offers an excellent way for students to learn new words and see those words used in context. Review the following terms and definitions with students before they read. As they read, encourage students to write down other unfamiliar words they encounter and to use context clues and/or a dictionary to find the words’ meanings.

List vocabulary words AND definitions for student study

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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### Procedure

1. Introduce the unit by sharing the information in the Introduction and Building Vocabulary with students.
2. Have students read the articles.

As students read, have them look for the answers to questions you formulate below.

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. When students have finished reading, ask volunteers to share their answers to the above questions

List Expected Responses:

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### Extension Activities

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Internet Resources (List websites referenced in the lesson plan.)

1. http://
2. http://

### Evaluation

Students will be graded on their answers to the discussion questions, group work and their written work. They can also be graded on their participation, behavior, and cooperation.

### Rubric

Teachers and teacher educators identify rubrics as a set of criteria used for particular assignments, projects, and other tasks. To aid in the assessment procedure, there are three steps recognized by the measurement community to an assessment:

1. Students respond to questions
2. Analysis/scoring of performance on those questions
3. The interpretation of those results

If a rubric is a set of criteria, then the assessment tools should be based on these criteria and take on forms such as checklists, essays, problem sets, portfolios, etc.

Resources for rubrics:

* <http://rubistar.4teachers.org/index.php>
* <http://www.schrockguide.net/assessment-and-rubrics.html>