Module 2:

Transformations 1-4

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Design and Implementation of Instructional Strategies for Information Professionals

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School of Library and Information Science – San Jose State University
Note

The transformations on the following pages are based on “think models” described by David V. Loertscher, Carol Koechlin and Sandi Zwaan in their book Beyond Bird Units: 18 Models for Teaching and Learning in Information-Rich and Technology-Rich Environments. The “Big Think” sections of each transformation were described by Dr. Loertscher, Ms. Koechlin and Ms. Zwaan in their book The Big Think: Nine Metacognative Strategies That Make the Unit End Just the Beginning of Learning. Dr. Loertscher was my teacher for the class for which I created these transformations, and the above-named books were two of the assigned texts that we used.

The purpose of the think models is to create lessons that engage students in their own learning process through collaborative efforts focused on problem-based learning. They follow theories of cognitive learning and constructivist teaching, in which students learn through the process of researching solutions to problems, which serves to help them build and revise their own world-views.

The purpose of the Big Think is to get students to reflect on their own learning process at the end of each lesson to evaluate what did or did not work, as well as to think about how the process and structure of the lesson can be used to explore other subjects.

The lessons are based on Content Standards created by the California State Board of Education for Grades K-12. In addition, the transformations called for the inclusion of “21st Century Skills” as described by the Partnership for 21st Century Skills. These are technological skills, in which students utilize web-based tools, multimedia tools and document creation and sharing tools.
Transformation 1

Compare current US President with Past US President (Grades 11-12)

Think Model #5: Compare and Contrast (p. 65)

Old Method:

Students are told to choose an historical president and write a report about similarities and differences between a past president and the current president. Students go to library, encyclopedias or newspapers. Each student produces his or her own report.

Overview of Transformation:

1. Choose reason (i.e. basis) for comparison
2. Gather data on subjects (current and past US president)
3. Form criteria by which to compare and contrast based on data
4. Students share data with other students in class via KBC (such as Moodle or Google Sites)

Goals and Objectives:

**Content:**

- Students will learn how external factors (social, political, domestic and foreign situations and circumstances) shape a president’s actions, reactions and policy
- Students learn how internal factors (e.g., a president’s personality or political persuasion) influence different reactions by different presidents to similar situations at different points in history.
- Students will learn how to make comparisons between historical and present circumstances

**Process:**

- Students will use concept-mapping software (such as Inspiration) to determine which political situations and presidents they wish to focus on and to map strategy for study.
- Students will employ search skills to find information historical information that is available online from the web and online databases, as print sources and other media, such as online and recorded video and audio.
- Students will employ spreadsheets, and database programs (such as FileMaker) to collect and organize information.
- Students will create presentations using PowerPoint that can be posted online or presented in front of the class via use of an LCD projector.
- Students will make use of a KBC (such as Moodle) to create a class wiki on which to share, compare and synthesize information that has been gathered to create an understanding of the general processes that affect presidential decision-making
- Students will participate in a class blog on which they will share their thoughts on their learning process.
- Students will also make use of discussion board and chat features to share information.

The above is based on History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve October 1998:

- Historical and Social Sciences Analysis Skills Grades 11-12
  - Chronological and Spatial Thinking
  - Historical Research, Evidence, and Point of View
  - Historical Interpretation
- Content for Grades 11-12 on American History, Democracy and Social Issues
Essential Questions:

• Why did you choose this historical situation/circumstance?
• Why did you choose this president from history instead of any others?

Assessment:

<table>
<thead>
<tr>
<th>Content:</th>
<th>Process:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student demonstrates understanding of own subject area</td>
<td>• Student able to provide evidence for conclusion</td>
</tr>
<tr>
<td>• Students demonstrates understanding of how social, political and other factors influence how presidents respond to various situations</td>
<td>• Student able to demonstrate reasoning behind choice of subject</td>
</tr>
<tr>
<td>• Students demonstrate understanding of how current presidential responses to a given situation have or have not changed from those made by presidents in history.</td>
<td>• Student able to demonstrate use of library resources (online and print, and other media) and data sorting tools to aid thinking</td>
</tr>
<tr>
<td></td>
<td>• Student demonstrates critical thinking skills (drawing own conclusion based on evidence)</td>
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<td></td>
<td>• Student participate in KBC activities and forums to compare own results to group</td>
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<td></td>
<td>• Students demonstrate collaboration in synthesizing results to develop common understanding of the subject</td>
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<td></td>
<td>• Students use presentation software and tools to synthesize and present own conclusions.</td>
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</tbody>
</table>

Diagram/Flow Chart of the Transformation:
Co-taught Learning Activities Description:

**Teacher:**
- Works with librarian to identify library resources based on lesson plan
- Introduces and describes assignment
- Provides examples of possible subject areas and historical situations/circumstances for students to compare and contrast
- Helps students identify why they choose to study a particular subject area/situation
- Moderates discussion on class wiki/KBC

**Teacher-Librarian:**
- Works with teacher to create pathfinder for assignment
- Guides students towards pathfinder and other resources that pertain to the assignment
- Guides students in use of pathfinder and other resources

1. Student chooses historical subject. Examples:
   a. Race
   b. Women’s rights
   c. Economy
   d. War or International Tension
2. Find historical president who dealt with that subject
   a. What was nature of the situation?
3. Find a situation that the current president faces regarding this subject
4. Find the similarities between the subjects
5. Compare/Contrast:
   a. How does each president’s handling of the subject differ?
   b. How does it remain the same?
6. What factors influence how each president handles the same subject?
7. Students post their findings on class wiki/KBC for other students to read.
8. Students read other students’ postings and discuss them on the class wiki/KBC
The Big Think: Strategy #3: Higher Order Thinking (p. 43)

Content:
So What?
• Why is it important to understand the various factors that affect the president's decision-making process?
• What are common elements that inform a president’s decision-making process across historical time periods and different situations?
• What did we learn about the various influences:
  o That the president has on other forces in politics and society?
  o That other forces in politics and society have on the president?

Process:
So What?
• How did the use of technology enhance and support our
  o Chronological and Spatial Thinking
  o Historical Research, Evidence, and Point of View
  o Historical Interpretation
• Why is it important that we learn these skills?

What Next?
• How does our understanding of the factors involved in presidential decision-making change our own understanding of the political process?
• How does our understanding of these factors affect our own decisions regarding individual, social and political actions?
• How can we use our new understanding to become more active and responsible citizens?

What’s Next:
• Compare/contrast model can be used for study of decision-making processes by other groups throughout history:
  o Labor groups
  o Political groups
  o Women's/minority/LGBT Groups
  o Religious groups
• Compare/contrast model can be used to discover how various circumstances influence people’s decision making in general
• Students can learn how best to analyze circumstances to develop their own critical-thinking and decision-making skills
Transformation 2

What Can Be Done to Solve Homelessness? (Grades 9-12)

Think Model #7: Problems/Possibilities Jigsaw Puzzle (p. 95)

Old Method:

Students do research online and at libraries and work in small groups. Each group presents their own report to the class. The focus of the assignment is on learning about the subject more than it is about developing critical thinking skills.

Overview of Transformation:

Students learn how to develop critical thinking and decision-making skills in a group context. Students also learn to use online skills to find and incorporate research and data into their decision-making process. Students learn how to apply the insights gained from studying issues at the individual level to the “big picture” and work as a group to develop a plan of action. Students will learn to apply the skills learned to analyzing factors that lead to some people becoming homeless, as well as assessing and developing possible solutions.

Goals and Objectives:

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
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<tbody>
<tr>
<td>• Students learn about the various factors that contribute to people being homeless</td>
<td>• Students will use concept-mapping software (such as Inspiration) to assess and coordinate the aspects of homelessness that they wish to study as well as the means of gathering and collating data.</td>
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<tr>
<td>• Students will study and discuss the various effects that homelessness has on society</td>
<td>• Students will employ search skills to find information historical information that is available online from the web and online databases, as print sources and other media, such as online and recorded video and audio.</td>
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<tr>
<td>• Students discuss possible actions that can be taken to move people from homelessness to homes.</td>
<td>• Students will employ data collection tools, such as online surveys, spreadsheets, database programs (such as FileMaker) and FTP transfer to store data on a shared drive.</td>
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<tr>
<td>• Students will study possible steps that can be taken to prevent people from becoming homeless to begin with.</td>
<td>• Students will create presentations using PowerPoint that can be posted online or presented in front of the class via use of an LCD projector.</td>
</tr>
<tr>
<td>• Students will study and discuss steps that they can take to get involved on a practical level to alleviate the issues addressed in the lesson.</td>
<td>• Students will collaborate in real time and asynchronously using software such as Google Docs to create presentations, spreadsheets and reports on the project.</td>
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This is based on the following California State Content Standards for Health Education (K-12):

1. Subject Area: Mental, Emotional, and Social Health
   a. Standard 1: Essential Concepts
   b. Standard 2: Analyzing Influences
   c. Standard 8: Health Promotion
2. Subject Area: Personal and Community Health
   a. Standard 2: Analyzing Influences
   b. Standard 3: Accessing Valid Information
   c. Standard 5: Decision Making
   d. Standard 8: Health Promotion
   e. Students will make use of a KBC (such as Moodle) to create a class wiki on which to share and synthesize information that has been gathered, as well as a class blog on which they will share their thoughts on the process.
   f. Students will also make use of discussion board and chat features to share information.
Essential Questions:
• What causes homelessness?
• What can be done to solve homelessness?
  o In Community?
  o In Neighborhood?
  o Long-term solutions?
  o Short-term solutions?
• What can be done to prevent homelessness?

Assessment:

Content:
• Students demonstrate an understanding of the problem being explored
• Students demonstrate an understanding of the issues involved in their own particular subject of study
• Students demonstrate an understanding of the root causes of homelessness, at the individual, community and societal levels
• Students demonstrate an understanding of steps that can be taken to alleviate homelessness at the individual, community and societal levels:
  o Preventive measures
  o Ameliorative measures

Process:
• Students demonstrate critical thinking in analyzing problems, drawing conclusions and developing potential solutions
• Students are able to synthesize their learning with the class’s learning to create a greater understanding
• Students learn means of collaboration using shared online tools, software and KBCs
• Degree of contribution by each student
• Selective use of all available resources
• Students learn to combine expertise to develop solutions to complex problems as a group.

Diagram/Flow Chart of the Transformation:
Co-taught Learning Activities Description:

**Teacher:**
- Consults with librarian on lesson plan
- Collaboration with librarian on creation of pathfinder.
- Identification of and presentation of subject
- Guides students in identifying areas of interest they would like to explore further
- Moderation of discussion on class wiki/KBC

**Teacher-Librarian:**
- Teacher introduces subject of homelessness
- Questions:
  - What do you see in your community?
  - In your city?
- Teacher and Teacher-Librarian develop pathfinder for resources/general information. Examples:
  - [http://www.solutionsforamerica.org/thrivingneigh/homelessness.html](http://www.solutionsforamerica.org/thrivingneigh/homelessness.html)
- Teacher polls class as to what issues they want to study more in depth, assigns students to groups accordingly
- Teacher and Teacher-Librarian develop pathfinder based on identified issues
  - Group A: Drug/Alcohol abuse
  - Group B: lack of affordable housing
  - Group C: lack of jobs, lack of job skills
  - Group D: lack of education
  - Group E: Mental Health
  - Group F: Physical Health
- Each group posts ideas on own group page on class wiki/KBC
- Students combine into groups, interact on discussion board on class wiki/KBC
  - Group ABCDEF
- Discussion with teacher about library resources that can be used for this lesson.
- Creation of pathfinder in consultation with teacher.
- Guides students towards resources of information
  - In the library
  - Via library databases
  - Online
  - Websites of advocacy groups
  - News searches (e.g. Lexis/Nexis)
The Big Think: Strategy #1: Active Discussion (p. 35)

So What?
- Why is it important to study homelessness?
- What concepts did we learn about in determining the causes of homelessness?
- What roles do individuals, groups of individuals or agencies play in helping alleviate homelessness?
- What did we learn about how homelessness "works" as a process?
- Who does homelessness affect?

What Next?
- What can we do to address the issues around homelessness?
  - As individuals?
  - As a community?
  - As a society?

Content:

Process:

So What?
- How did the use of technology enhance and support our
  - Critical thinking skills?
  - Collaboration skills?
  - Creativity and ability to innovate?
- Why is it important that we learn these skills?
- Why is it important to be literate in different ways of organizing information and different information technologies?

What Next?
- In what other situations can we use the information, media and technology skills that we learned and used?

What's Next:

- How can we use this model to assess needs and create solutions within our
  - School?
  - Community?
  - City?
  - Country?
  - World?
- What actions can we as individuals take after identifying problems and possible solutions?
  - In our communities?
  - Politically?
Transformation 3
How Can the Developing World Being Incorporated into the World Economy? (Grade 10)

Think Model #17: Learner-Directed Quest (p. 219)

Old Method:
Teacher develops lesson plan based on teaching data to students. Students do individual research, and present reports on findings to the teacher.

Overview of Transformation:
Students are given an overview of the subject under discussion, and are asked to discuss the problem inherent in the subject. Students choose which parts of the subject they want to address. Teacher guides students in research and organization of data, and acts as consultant for students’ questions. Students share information with each other and come to a shared understanding of the subject.

Goals and Objectives:

Source:
California State History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve:

10.10: Students analyze instances of nation building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
   a. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
   b. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
   c. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

10.11: Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).
Content:

- Learn about the economies and political systems of two to three countries in the developing world.
- Explore factors that would enable these countries to be integrated into the world economy.
- Discuss factors that would hinder these countries from being integrated into the world economy.
- Factors include:
  - Economic systems
  - Economic stability/instability
  - Political systems
  - Political stability/instability
  - Level of education of citizens
  - Social structure
  - Access to world markets
  - Infrastructure
  - Access to tools of modern communication
- Discuss what changes these countries would need to make on their own to enable integration.
- Explore types of external assistance that would enable these countries to integrate.
- Study and discuss the pros and cons of involvement from US and international groups such as:
  - The UN
  - International Monetary Fund
  - World Bank
  - Non-Governmental Organizations (NGOs)
  - Direct US government aid

Process:

- Use concept-mapping software (such as Inspiration) to assess and coordinate the factors related to countries’ integration into the world system that you wish to study.
- Use concept-mapping software to determine possible sources of data and methods of collating data (i.e. databases, shared drives, etc.).
- Use search skills to find information and statistics on developing countries that is available
  - On the web
  - From online databases
  - Resources that are only available in print form.
- Use information literacy skills to assess accuracy and validity of information.
- Use multimedia resources (MP3s, video, digital photography) to enhance presentations and present information.
- Use data collection and organization tools, such as spreadsheets and database programs (such as FileMaker) and FTP transfer to store data on a shared drive.
- Create presentations using PowerPoint that can be posted online or presented in front of the class via use of an LCD projector.
- Use software such as Google Docs to collaborate with other students to create presentations, spreadsheets and reports on the project.
- Use the following Web 2.0 tools to share and synthesize the information that has been gathered:
  - Create a KBC for the project using Moodle
  - Create a class wiki to post findings and final syntheses
  - Interact with other students via the discussion board and online chat feature on Moodle to share knowledge
  - Share thoughts on the process using Blogger
  - Use WallWisher to create a mashup of ideas to facilitate synthesis.
Essential Questions:
• Why are some countries more “developed” than others?
• What historical factors led to the current state of development or lack of development in countries of the developing world?
• What features do countries in the developing world have in common?
• At what point is international intervention appropriate?
• At what point do countries need to take action on their own?
• How does international intervention hurt or help developing countries?
• How does the international community benefit by having developing countries integrated into the world economy?
• What are the risks and benefits of countries either becoming integrated into the world economy or remaining unintegrated?

Assessment:

Content:
• Students understand the general structure of the world economy including how historical changes resulted in today’s system(s).
• Students understand the basic structure of national economies of the countries that they study including historical influences.
• Students understand the role that modern means of communication play in promoting or impeding integration of countries into the world economy.
• Students understand the roles that various economic, political, social and educational systems have in the level of a country’s development.
• Students understand the role and purpose of international economic, political and non-governmental organizations.

Process:
• Students understand the uses and functions of software used for brainstorming, gathering data, organizing data and presenting data, and are able to use them for this project.
• Students participate in sharing of information with other members of the class through wikis, blogs and discussion boards and online chat.
• Students will demonstrate understanding of information seeking skills through use of online (web-based and database) searches and library searches, as well as which resources are appropriate for various purposes (e.g., when is it appropriate to use Google vs. a library database?).
• Students are able to demonstrate media and information literacy and to evaluate the validity and accuracy of the media and information sources they use.
• Students engage with each other in collaborative efforts that contribute to their own learning and to the learning of the class as a whole.
Diagram/Flow Chart of the Transformation:

Co-taught Learning Activities Description:

Teacher:

- Describes lesson to students as well as goals of learning (essential questions)
- Designs assessment based on California State Content Standards and 21st Century Skills for Grade 10
- Encourages students to discuss what they already do or don’t know about the subject
- Guides students in discussion of what parts of the subject they find interesting and would like to learn about
- Guides students in discussion of possible sources of information and means of organizing and presenting results and conclusions
- Acts as consultant and guide for students’ questions about goals, content, process, and means of synthesizing information.
- Guides students in discussion of findings and conclusions

Teacher-Librarian:

- Works with teacher to create pathways for project based on content and process needs and objectives
- Works with teacher to set aside library resources and computer time for students’ use in completing lesson.
- Guides students in use of information-seeking technologies and practices
- Guides students in use of library resources
- Conducts reference interviews with students in person and through email and online chat features to promote the development of students’ information seeking processes
- Provides feedback from the students to the teacher on the efficacy of the lesson plan so that the plan can be adjusted as needed.
The Big Think: Strategy #3: Higher Order Thinking (p. 43)

Content:
So What?

Discussions:
- Why is it important to learn about the interrelationship between countries in the modern world?
- How does learning about the interrelationship between the developed and developing world impact our assessment of our place and role in the world economy?
- Why is it important to integrate developing nations into the world economy?
- How can information and communications technology help or hinder this integration?
- What are the relationships between internal and external factors and a nation’s development and integration into the world economy?
- What effects do various political, economic and social systems have on a country’s development?
- What did we learn about common characteristics of developing nations?
- What are the ranges and limitations of individual, international, non-governmental and governmental efforts to foster development?

Process:
So What?
- What aspects of the information gathering and synthesizing process most benefited the growth of our understanding of this subject? What aspects had the most detrimental effect on this process?
- How did collaboration help in our understanding of the process?
- Did we make good use of all the tools that were available to us?
  - Software?
  - Computer systems?
  - Databases?
  - Multimedia resources?
  - Print-only material from the library?

What Next?
- What better or other uses can we make of the resources available to us?
- What other resources or tools can we use that we didn’t use for this lesson?
- Was the structure of this lesson a good one for the subject matter covered?
- If not, what would be a better model for studying this material?

What Next?
Actions:
- What can be done on various levels to improve the quality of life in developing countries?
- How can we get involved in local, international and/or non-governmental organizations to effect change in developing countries?

What else?
- What other questions or problems do you want to find solutions for? In your:
  - Personal life?
  - School?
  - Community?
  - City?
  - Country?
  - World?

- What actions can we take after identifying problems and possible solutions?
  - On an individual level?
  - At the community level?
  - At the national level?
  - Globally?
Transformation 4

What Was Life Like In Colonial California? (Grade 4)

Think Model #13: Re-Create Model (p. 175)

Old Method:

Teacher develops lesson plan based on teaching data to students. Students find information in textbooks provided by the teacher as well as field trips to museums and historical sites.

Overview of Transformation:

Teacher guides students in finding information from age-appropriate sources. Teacher-librarian guides students in use of information-seeking practices and tools, both online and in the library. Students collaborate to create a presentation or presentations in which they synthesize the information they have learned.

Goals and Objectives:

Source:

California State History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve:

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

5. Describe the daily lives of the native and nonnative peoples who occupied the presidios, missions, ranchos, and pueblos.

Content:

- Learn about life in California before it became a state.
- Learn about the different tribes of native Californians who lived here before the arrival of Europeans.
- Learn about the social, economic, and political life of the following groups:
  - Native Californians
  - Spanish settlers
  - Mexican citizens after Mexico’s independence from Spain
- Examine the daily lives of each of the above groups in terms of:
  - Social customs
  - Economy:
    - Agriculture
    - Trading with neighbors and other countries
  - Religion
  - Education
  - Lives of women

Process:

- Use concept-mapping software (such as Kidspiration) to map out categories of study, assess what resources to use to find information and brainstorm about class or group projects.
- Use age-appropriate online search skills to find information about Colonial California from the web and online databases, and resources that are only available in print form:
  - Yahoo Kids, KidsClick!, The Awesome Library, Ask for Kids, InfoPlease, World Book
- Use MP3s, video and digital photography to enhance their presentations and present information.
- Use data collection and organization tools, such as Google Docs and FTP transfer to store data on a shared drive.
- Collaborate with other students through Google Docs and web-authoring tools to create presentations, spreadsheets and reports on the project.
- Use Web 2.0 tools to share and synthesize the information that has been gathered:
  - Class KBC (Moodle)
  - Create a class wiki to post findings and final
• Lives of children
  • Learn how each group interacted with the other groups
  • Interact with other students via the discussion board and chat features on Moodle to share knowledge
  • Share thoughts on the process using Blogger
  • Use WallWisher to create a mashup of ideas to facilitate synthesis.

Essential Questions:
• Who were the different groups who lived in California before it became a state?
• When did they live here?
• Did any of the groups live here at the same time as other groups we’ve studied?
• What did they eat?
• What kind of clothes did they wear?
• How did women live?
• How did children live?
• What roles did people play (priest, doctor, teacher, etc)?
• What did they have in common?
• What kind of crops did they grow?
• What kinds of animals did they have?
• What goods did they trade?
• Who did they trade with?

Assessment:

<table>
<thead>
<tr>
<th>Content:</th>
<th>Process:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to identify the various peoples who lived in California before statehood.</td>
<td>Students demonstrate age-appropriate online search skills</td>
</tr>
<tr>
<td>Students understand the social, economic, educational and religious structures of the various groups</td>
<td>Students are able to determine what information is relevant to the project and what is not</td>
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<tr>
<td>Students understand the interactions of the groups with each other</td>
<td>Students demonstrate collaboration skills using online collaboration software and Web 2.0 tools:</td>
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<tr>
<td>Students are able to describe the contributions of each group to the growth of California</td>
<td>o Google Docs</td>
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<td>o Discussion boards</td>
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<td>o Wikis</td>
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<td>o Concept mapping software such as Kidspiration</td>
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<td>Students demonstrate ability to use library tools</td>
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<td>Students are able to synthesize information they have learned from their research.</td>
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<td>Students demonstrate media and information literacy through understanding and use of relevant media sources and tools</td>
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</tbody>
</table>
Co-taught Learning Activities Description:

**Teacher:**

- Describes lesson to students as well as goals of learning (essential questions)
- Designs assessment based on California State Content Standards and 21st Century Skills for Grade 4
- Encourages students to discuss what they already do or don’t know about the subject
- Teacher guides students in discussion of what parts of the subject they find interesting and would like to learn about
- Guides students in discussion of possible sources of information and means of organizing and presenting results and conclusions
- Guides students in deciding how to “perform” the information they have learned, and assist them in doing so. Examples:
  - Diary of the day in the life of a member of one of the groups
  - School play that teaches students from other classes about life in Colonial California
  - Website that other students in the school (and elsewhere) can access.
- Guides students in discussion of outcome of lesson (i.e., what did we learn?)

**Teacher-Librarian:**

- Works with teacher to create pathways for project based on content and process needs and objectives
- Works with teacher to set aside library resources and computer time for students’ use in completing lesson.
- Guides students in use of information-seeking technologies and practices
- Guides students in use of library resources
- Guides students in age-appropriate search techniques and media literacy:
  - What is it ok to look at online?
  - What is it not ok to look at online?
  - What should students do if they find inappropriate material online?
The Big Think: Strategy #7: Construct Visuals (p. 59)

Content:

So What?
• How can we represent what we’ve learned?
• How do we tell others what we learned about why is it important to know the history of how California developed?
  o Build a timeline?
  o Draw a chart?
  o Create a website?
• How can we use these methods to show others what learned about California that we didn’t know before?

What Next?
• How can the timeline or chart be used to compare lives of people from the past with those of people today?

Process:

So What?
• What did we learn about presenting information visually?
• How can sharing information with other people using visual means help them learn?
• What kinds of information fit best into the visual image we created?
  o Words?
  o Pictures?
  o Dates?
  o Video?
  o Music or audio?
• What kinds of information don’t work as well?

What Next?
• Are there better ways to present what we’ve learned?

What Next:

• How does recreating an event or scenario help us understand things in ways that we didn’t before?
• What other information can we use this model to help us understand?
  o Family history?
    • Interviewing an older relative and recreating an event from his or her life?
  o Historical people we’d like to know more about?
  o Prominent figures in American and World history?
  o “Ordinary” people from different walks of life in historical times?
References


