

# Connect to Information @ Your Library

by Charlotte Bruce

A web page designed to organize instructional tools for teaching, learning, and research gives students and teachers access to information they need – all in one place – from any Internet-capable computer at school, at home, anywhere, anytime.

The School Library Media Specialists (SLMS) at McLean High School in McLean, Virginia, designed the library web page to include resources needed for instruction and research. The browsers on all library computers are set to open to the library page (<http://www.fcps.edu/McLeanHS/library/libraryws/index.htm>), subtly giving students a good place to begin their research. Information needed to access these resources are made available to students through articles in the Parent-Teacher Newsletter and handouts that are distributed to students when they visit the library with their classes. Related information is printed in student planners that all students receive at the beginning of each school year.

The web page is simple, but it works. Four sections of the web page used for instruction are:

- Assignments
- Online Subscription Services
- Search Engines
- How to Cite

## Assignments

The Assignments part of the web page, <http://www.fcps.edu/McLeanHS/library/libraryws/Assignments/assign2.htm>, contains SLMS-designed worksheets that teachers select or modify to use with their projects. The “McLean High School MLA Stylesheet”

and “Works Cited Examples” sections, which are used across the curriculum, reside on this web page also. For example, the “Research Resource Worksheet” is a graphic organizer to be used for recording information about books, online

### **Research Resource Worksheet**

Student Name:

Teacher:

Topic:

**Book:**

Author/Editor:

Title:

City/State/Publisher:

Copyright Date:

Call Number:

Notes:

**Online Database:**

Author/Editor(s):

Title of article:

Print publication:

Date of print

publication:

Pagenos.

Database company:

Access location

Date of Access:

URL:

Notes:

**Internet Site:**

Author(s):

Title of Document:

Title of Main Page:

URL (address):

Date of Document:

Date of Access:

Notes:

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subscription services and Internet sites that students find for their projects. One column of the “Research Resource Worksheet” requires students to list bibliographic information from resources they find in order to write complete citations. Another column on this worksheet is labeled “Notes” and is for recording information about each resource to remind students about what they found and how it “fits” their projects.

Another part of the Assignments web page contains curriculum-specific information listed by subject area and the title of the project. Pathfinders of book lists, Internet sites, and search tips for online subscription services are tailor-made to each research project. Depending on the purpose of the assignment, the book lists may or may not have call numbers, since teachers may want their students to learn to use the online circulation system to practice finding books on their topics.

## Chart 1:

### Famous Romans Project Resources

#### **MHS Library Reference Books:**

R016.92072 Ada	<a href="#"><u>Notable Women in World History</u></a>
R 080 Gre	<a href="#"><u>Great Treasury of Western Thought</u></a>
R 190 Gre	<a href="#"><u>Great Thinkers of the Western World</u></a>
R 291.0223 Rel	<a href="#"><u>Religions on File</u></a>
R 291 Wor	<a href="#"><u>World Religions From Ancient History to the Present</u></a>
R 355.7 Mac	<a href="#"><u>A Roman Fort</u></a>
R 391.009 Rae	<a href="#"><u>The Historical Encyclopedia of Costumes</u></a>
R 391.09 Les	<a href="#"><u>Historic Costumes</u></a>
R 391.09 Lis	<a href="#"><u>Costume: An Illustrated Survey From Ancient Times to the 20th Century</u></a>
R 394 Wal	<a href="#"><u>Curiosities of Popular Customs</u></a>
R 411 Ull	<a href="#"><u>Ancient Writing and Its Influence</u></a>
R 509 Sci	<a href="#"><u>Science and Its Times</u></a>
R 509.24 Gre	<a href="#"><u>Great Scientific Achievements</u></a>
R 641.309 Cam	<a href="#"><u>The Cambridge World History of Food</u></a>
R 700.9 Luc	<a href="#"><u>Art and Civilization</u></a>
R 703 Die	<a href="#"><u>The Grove Dictionary of Art</u></a>
R Gar	<a href="#"><u>Art Through the Ages</u></a>
R 709 Jan	<a href="#"><u>The History of Art</u></a>
R 720.9	<a href="#"><u>A History of Architecture</u></a>
R 737.4 Cri	<a href="#"><u>The Coin Atlas: the World of Coinage From Its Origins to the Present Day</u></a>
R 909 Ar	<a href="#"><u>Datelines of World History</u></a>
R 920 Alm	<a href="#"><u>Almanac of Famous People</u></a>
R 920 Enc	<a href="#"><u>Encyclopedia of World Biography</u></a>
R 920 Har	<a href="#"><u>The 100: A Ranking of the Most Influential Persons in History</u></a>
R 920 Jac	<a href="#"><u>Women Who Ruled</u></a>
R 920 Who	<a href="#"><u>Who Was Who in the Roman World</u></a>
R 923 Exp	<a href="#"><u>Explorers and Discoverers of the World</u></a>
R 930 Anc	<a href="#"><u>Ancient Civilizations</u></a>
R 930 Cor	<a href="#"><u>Rome and the Ancient World</u></a>
R 930 His	<a href="#"><u>The Ancient and Medieval World</u></a>
R 930.02 Smi	<a href="#"><u>Smithsonian Timelines of the Ancient World</u></a>
R 930.0c Vis	<a href="#"><u>The Visual Dictionary of Ancient Civilization</u></a>
R 937 Adx	<a href="#"><u>Handbook to Life in Ancient Rome</u></a>
R 937 Cox	<a href="#"><u>Ancient Rome</u></a>
R 937.02 Cor	<a href="#"><u>Atlas of the Ancient World</u></a>
R 937.06 Bun	<a href="#"><u>Encyclopedia of the Roman Empire</u></a>
R 938 Anc	<a href="#"><u>Ancient Greece and Rome</u></a>

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## Chart 1, continued

### MHS Library Non-Fiction Books:

130 Nys	<a href="#"><u>Secrets of the Alchemists</u></a>
305.4 His	<a href="#"><u>A History of Women</u></a>
305.4094 And	<a href="#"><u>A History of Their Own</u></a>
305.4094 Wom	<a href="#"><u>Women in the Classical World</u></a>
365.0 Oxf	<a href="#"><u>Oxford History of Prisons</u></a>
391 Ba	<a href="#"><u>The Common Man Through the Centuries</u></a>
391.009 Ha	<a href="#"><u>Figleafing Through History</u></a>
391.09 Gor	<a href="#"><u>What People Wore — A Visual History of Dress From Ancient Rome to 20<sup>th</sup> Century America</u></a>
609 Ho	<a href="#"><u>Technology in the Ancient World</u></a>
609 Wil	<a href="#"><u>Art and Technology: the Early Inventions</u></a>
641.3 Ren	<a href="#"><u>Food and Cooking in Roman Britain: History and Recipes</u></a>
741.5 Ho	<a href="#"><u>Editorial and Political Cartooning</u></a>
780.9 Mus	<a href="#"><u>Music in History</u></a>
870 Lo	<a href="#"><u>A Survey of Classical Roman Literature</u></a>
880.09 Nor	<a href="#"><u>The Norton Book of Classical Literature</u></a>

### Non-Fiction Shelves:

Look in the non-fiction section of the library between 937 and 937.6 for other books about Roman History for this project.

### Online Catalog:

Go to <http://libcat.fcps.edu> and choose McLean in the pop down menu on the right side of the page. Type your person's name in the search bar and click on Subject, to find books with information about the person. Click on the **See More** button to find details about the books. Look for related topics on the right side of the screen or in additional subject headings at the bottom of each book description.

### Online Subscription Services:

Grolier Online: <http://go.grolier.com>

In the left frame on the main page, choose:

- History, World
  - Europe
    - Ancient and Medieval History
      - Roman Empire

You will find several choices that include people such as

- Political Leaders
- Military Leaders
- Historical Figures
- Emperors
- Dictators

### Internet Search Engine:

Vivisimo (<http://www.vivisimo.com>)

Keywords to try: Romans or Famous Romans

## Online Subscription Services

Students move from finding books to searching online subscription services in order to discover the appropriate context of their topics and to glean additional keywords to use in other searches. Online subscription services are selected to meet the needs of the curriculum. Putting them on a web page with annotations gives students easy access and helps them decide at a glance which ones will be most useful to them for various research projects. These services contain authoritative resources that have gone through careful editing processes and are

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organized, frequently updated, and often present multiple search capabilities. Vendors constantly change designs and access methods, which allows SLMS opportunities to refresh students' prior knowledge of these products or to show students different ways to search for information in these databases. Instruction for these subscription services includes:

- showing students the best way to access these services for their projects, i.e., basic or advanced keyword searches, or topic searches,
- finding additional keywords or subject headings in the article titles and text for further searching ideas,
- discussing the value of reliable, accurate, thorough, relevant, and authoritative information evaluated by humans who carefully connect resources to various topics,
- comparing online subscription services' resources with the rigorous editing process for books,
- showing teachers how to use these services in their subject areas, and,
- teaching students and teachers to learn how to manipulate online subscription services to take full advantage of features such as emailing articles home, tagging articles related by subject to eliminate irrelevant information, and how to view printable copies to eliminate web page decorations or graphics and save paper and ink.

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### Chart 2:

#### World Civilization II Biographical Research Paper

**SIRS:** <http://sks.sirs.com>

**Quick Search:** Type **John Calvin** into the search bar. How many relevant articles do you find?

**Topic Browse**

Click on tab at top of page called **Topic Browse**.

Click on **Philosophy & Religion** (Third column)

Click on **People**

Click on **Religious Thinkers** Examine results.

Which search, **Quick Search** or **Topic Search**, is the most useful for finding information about John Calvin?

**Elibrary:** <http://www.elibrary.com/education>

Type **John Calvin** into the search bar.

De-select "books."

Review list of returns.

Click on an article that has interesting information about John Calvin and email it to Susan.Sloan@fcps.edu

**Grolier:** <http://www.go.grolier.com>

Type: **Cervantes** into the search bar.

How many choices do you find for Cervantes? \_\_\_\_\_

What is the title of the best choice for general biographical information about Cervantes?

**Literature Resource Center:** <http://galenet.gale.com>

Do an Author Search for: **Victor Hugo**

Click on the tab labeled: **Literary Criticism, Articles, & Work Overviews**.

What book did he write that became a long-running musical?

Click on the tab labeled **Additional Resources**.

How many web sites are listed? \_\_\_\_\_ Explain the value of these web sites?

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## Search Engines

The first place students go to find information these days is the Internet because it is easy and they always find something. They can cut and paste and be done. Asking for instruction about searching and selecting information is often the last thing students will do because, for many high school assignments, it is too easy for students to cut and paste someone else's work, it isn't the "best" place to look for information for many assignments, and because it is often difficult to determine the source for information found at a web site. But, the SLMS teach students to begin their research with reliable resources prepared by known authorities before tackling the sometimes less-than-reliable Internet. In this progression of finding books through the online circulation system, and then finding articles from the online subscription services, students find accurate information, keywords, and phrases that will help them develop various perspectives of their topics.

To continue teaching careful selection of materials, the SLMS have posed questions at the top of the search engine section of the library web page to make students think about where they have looked, what they have found that is appropriate for their topics, and where they should look next. Since students tend to go to Yahoo!, AskJeeves, or Netsearch first, no matter what the assignment, the questions serve as suggestions as to where else they should consider looking, depending on the project, before they search the Internet. Links to search engines that meet research needs of projects for high school students follow.

Example: <http://www.fcps.edu/McLeanHS/library/librarywys/search.htm>

The search engine logos are placed next to brief descriptions of what can be found using different search engines and what their strengths are. For example, students are advised to use Alta Vista if they need to find images or videos. They are pointed to Yahoo! for history topics and for studying countries, particularly if they need information in other languages. Go.com (the old Infoseek) is suggested for business and health topics. Google is recommended for everything. Sample search strings are included, such as "brine shrimp" which is more specific than "shrimp" and special features are identified, such as advanced or Boolean searching, date range specification, returns by relevancy or currency, and full or abbreviated returns.

The SLMS use this part of the web page to demonstrate:

- comparisons among the various search engines by using the same search string with two or three different search engines and examining the returns, demonstrating the value in using more than one search engine for finding information about their topics,
- how to build a search string: castles AND ("Middle Age\*" OR medieval) AND NOT tourism
- the variety of ways different search engines display returns,
- special features of search engines such as "Find similar pages,"
- how to learn the vocabulary of a search engine and to read returns for contextual clues (Suppose you are trying to find out what products the USA imports from France. Students will type the word "import" into a search engine and be surprised to receive returns instead about importing documents to computers. ),

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- how to read returns to find keywords or phrases to try that relate to another aspect of a topic.

### How to Cite

When students have completed gathering and synthesizing their information, they need examples of how to cite their resources. Students often struggle with this mechanical part of their projects, but with the library web page, they can take their completed Research Resource Worksheets printed from the “Assignments” section and switch to the “How to Cite” section to use the automatic citation-maker. Or, they can look at citation examples to verify their accuracy or print out a copy of the McLean High School MLA Stylesheet of examples of citations to use in creating their Works Cited pages.

Students are pointed to the library web page of citation tools at the beginning of their projects when the SLMS demonstrate how to use the automatic citation maker. The SLMS discuss plagiarism and copyright issues with their students, promoting ethical use of the intellectual property of others. They also encourage students to use the citation tools on the web page to complete their citations right when they find useful resources, rather than leaving this task until the night before the paper is due when they should focus on writing their papers.

The library web page has made it easier to teach students how to find information for their projects, to collaborate with teachers, and to provide our school community with quality, well-organized information. Students and teachers have access to these resources from any Internet-capable computer they choose to use, whether they work at school or at home. Students learn to access information efficiently and effectively, to evaluate information critically and competently, to use information accurately and creatively, to strive for excellence in information seeking, and to practice ethical behavior in regard to information and information technology, thus meeting information literacy standards 1,2,3,6, and 8. (AASL & AECT, 1998) Our goal is to produce competent searchers and independent life long learners. The library web page is helping us make that happen.

### References

American Association of School Librarians and the Association for Educational Communications and Technology. Information Power: Building Partnerships for Learning. Chicago: American Library Association, 1998.

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