

## Lesson Plan

Title: Currency Counts!

Lesson Purpose: The purpose of this lesson is to introduce students to the concept of information currency. Through the lesson, discussion, and assessment activities, students will learn how to determine material currency as well as determine the appropriateness of the information's currency for assignments and personal reading interests.

Lesson Length: 20 minutes with a 10 minute activity, totaling 30 minutes

Class: Mrs. Chance, 6<sup>th</sup> Grade Language Arts, 28 Advanced Learners (16 girls, 12 boys), no known learning disabilities, about 4 students are considered lower socio-economic

Objectives:

### NCSCOS Information Skills –Grade 6

- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based.)
- 2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
- 4.01 Identify information needs and formulate questions about those needs.
- 4.05 Gather information from the most effective resources.

### North Carolina Information and Technology Essential Standards – Grade 6

- 6.SI.1 Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.

### 21<sup>st</sup> Century AASL Standards

- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.4.3 Recognize how to focus efforts in personal learning.

Materials:

- Random books and magazines pulled from shelves
- Currency Scavenger Hunt Worksheet
- Laptop
- Data Projector
- Cart with Resource Materials:

- *Abraham Lincoln* by Ingri D'Aulaire, 1987.
- *Abraham Lincoln* by George Sullivan, 2000.
- *Michael Jackson* by Lois Nicholson, 1994.
- *Michael Jackson* by J. Randy Taraborrelli, 2009.

Pre-activities:

1. Place random books and magazines on tables where students will gather for the lesson.
2. Gather resource materials to be used during lesson.
3. Set up laptop and data projector.
4. Create a scavenger hunt activity for students to use for assessment of learning objective.

Procedures:

1. Welcome
2. Anticipatory set:

**I have a question for you: How old are you and how important is your age to you and to others?** The learners will respond freely. **We look forward to birthdays, to getting older, and to the things that come with it. Well, today we are going to talk about the age of books and how important that age is for us.**
3. Define Currency.

**When you hear the term “currency,” most people think of money, Dollars are a form of currency. Well, Currency is also the term used to define how old a book, journal, or website is. In other words, it defines if the information that will be found there is ‘current.’**
4. **Where do we find currency information? The copyright or publication date. The copyright date is found in books on the back of the title page. The copyright date of a journal is usually listed on the cover. The copyright date of a website is usually at the bottom of the home page.** The learners will be asked to find the currency information for items placed on their table. The instructor will call on groups to share their currency information and where it was found in books and magazine journals.
5. The instructor will open a website to display examples of copyright data among various websites to demonstrate the currency issues with websites.

[www.cancer.org](http://www.cancer.org)  
move off homepage, to “Learn About Cancer.” The date is still at the bottom.  
Select “Breast Cancer.” The copyright date is still at the bottom.  
Select “What is breast cancer?” at the end of the section, there is a revised date, more specific than the copyright date.

6. The learners will “Discuss **why the age of a book might be important**” through class participation in providing answers. Answers should include such responses as “most up-to-date facts,” “most recent list of events,” or the latest trends in fashion or car models, etc.
7. The instructor will provide an Example giving the learners an opportunity to visually see the difference between a book on computers published in 1986 and a book on computers dated 2009. The learners will identify **Which book is more current? And Why?**
8. The instructor will provide another example: A 1994 biography on Abraham Lincoln and a 2007 biography on Abraham Lincoln. The learners will distinguish **Which book is more current? And provide inference to Why?**
  - A. Discuss the subject in terms of currency. **What do we know about Lincoln?** The learners will provide answers based on prior knowledge. Answers should include Lincoln was a president of the United States, Lincoln was president during the Civil War days, Lincoln is dead, and has been dead for a very long time. **Based on what we already know about Lincoln, will a biography written in 2007 have anything about Lincoln that would not be in a biography written in 1994?** The learner will understand that currency in regard to historical information is not as relevant as currency of recent information.
  - B. Pose the question: **What about a 1998 biography about Michael Jackson and a 2010 biography about Michael Jackson? Which book has the most current information?** The learner will distinguish the difference in that Michael Jackson was still alive after 1998 and that the content in that book is not up-to-date or complete information on the subject.
  - C. Discuss the difference in content in the books about Lincoln compared to the content in the books about Michael Jackson. **What is the difference between the two biographies on Lincoln and the two biographies on Michael Jackson?** The learner will be able to distinguish between materials of differing currency that contain approximately the same information and between books of differing currency that do not contain the same information.
9. Review currency as less relevant in the case of Lincoln because no new information about Lincoln would be in the more recent book.
10. **Let’s go back to our computer books. Is the book on computers published in 1986 useful in any way?** Guide responses to conclude yes, if the purpose of examining the book is to gain information about how computers used to work, look, etc. Gaining past information, historical.
11. Review
  - a. Defined currency – age appropriateness of a resource for its information
  - b. Evaluated currency in relation to purpose of information seeking need
12. Application **Why is this important to me?** draw attention to:
  - a. Upcoming research project – time saving in selection of sources

- b. Personal interest – Some non-fiction readers wanting most up to date information
  - Some just looking up information that sparked an interest

### 13. Questions

14. Assessment: Currency Scavenger Hunt Activity. (see attached). The learners will be given a scavenger hunt activity to complete during the remainder of their library time. The scavenger hunt activity will ask students to find currency information and answer questions about currency such as if a book meets the currency need of the question. The questions on the Scavenger hunt will be mixed up so that students will be sent in various areas of the library on the onset to avoid frustration and large clumps trying to access the same information. The lab will also be open for students to access the computer catalog and not be limited to the number of computers within the library.

Closure: Although newer books are prettier, not all older books are outdated. Enjoy them both for the right purposes.

## Currency Scavenger Hunt

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher/Core: \_\_\_\_\_

Directions: Follow the clues below to answer the questions about material currency.

1. Look up John Lennon in the catalog.

How many books are in the library written about John Lennon? 4

What are the dates of the publication for these books? 2002, 2005, 2005, and 2007

Would it matter which book you use if you were wanting to know about his entire life? no

Did you need to look at the book(s) to answer the question? \_\_\_\_\_

2. Look up a book about Ronald Reagan.

How many books are in the library written about Ronald Reagan? 2

What are the dates of publication for these books? 1991 and 2003

Will you be able to use these books if you are looking for information about his presidency? yes

Would these books be useful if you are looking for information about when he died or for a complete biography? No

Did you need to look at the book(s) to answer the question? \_\_\_\_\_

3. Look up the book *Photography and Film*.

What year was it published? 1997

If you are looking for information about new digital cameras, will this book help you? no

Did you need to look at the book to answer this question? \_\_\_\_\_

4. Look up the subject of guns. Would any of the books be helpful in identifying the sleek and shiny handgun you saw last night in the latest James Bond movie? Why or why not? No, because the only book about gun types was written in 1979. A new gun model would not be in a book that old.