

School Librarian's Workshop

Edited by Hilda K. Weisburg, M.L.S.

FEBRUARY/MARCH 2014



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ISSUES ON THE JOB

Do We Ditch Dewey?

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 [click to read entire article](#)

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Although you probably have a fixed schedule, discuss with interested teachers the unit you have planned to see how it can coordinate with classroom learning. Based on the curriculum, grade level you choose to work with, and available resources, decide on whether to have students work with mini-ecosystems (a pond or log) or a larger one, for example the everglades. The websites and videos listed include a wide variety of ecosystems from which you can choose.

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Show one or more of the videos and see what other ideas students now have about the animal world, the importance of communities and ecosystems. Start a vocabulary list with students providing the definitions based on what they learned from the videos. Let them know they will be doing a research project to discover more about these interactions and they are to continue adding to this vocabulary.

 [click to read entire article](#)

PRIMARY SOURCE CONNECTIONS

The Industrial Revolution

by Gail Petri

Primary Source Specialist

"The time will come when people will travel in stages moved by steam engines from one city to another, almost as fast as birds can fly, 15 or 20 miles an hour.... A carriage will start from Washington in the morning, the passengers will breakfast at Baltimore, dine at Philadelphia, and sup in New York the same day.... Engines will drive boats 10 or 12 miles an hour, and there will be hundreds of steamers running on the Mississippi, as predicted years ago."
Oliver Evans, 1800 <http://www.sdrm.org/history/timeline/>

How things have changed since Evan's prediction. The Britannica Encyclopedia online defines the Industrial Revolution in modern history as, "the process of change from an agrarian, handicraft economy to one dominated by industry and machine manufacture. This process began in England in the 18th century, and spread from there to other parts of the world."
<http://britannica.com>.

During the infancy of the United States, Americans imitated and adopted British inventions and technology. To gain an understanding of this relationship, visit the online exhibit – "John Bull and Uncle Sam." The section Invention and Discoveries <http://www.loc.gov/exhibits/british/brit-5.html> provides numerous examples and primary source illustrating how the United States borrowed and improved upon many British innovations. The above illustration detailing the introduction of railroads is an excellent example:

 [click to read entire article](#)

IN THIS ISSUE

Bulletin board ideas complement the articles on celebrations for February and March.

English/Language Arts

- *Book Reviews* (Gr. PK-12)
- *Books in Focus* (Gr. PK-3)
- *Bulletin Board* (Gr. PK-12)
- *Bulletin Board Bonuses* (Gr. PK-12)
- *Spotlighting Fiction* (Gr. PK-12)
- *Poetry* (Gr. 1-5, 8-12)
- *Puzzler* (Gr. 2-6)

Social Studies/Science/Health

- *Information Literacy Unit* (Gr. 3-6)
- *Primary Source Connections* (Gr. 4-12)
- *Research to Go* (Gr. 7-12)
- *Teaching Together* (Gr. 7-12)
- *Web Cites* (Gr. 4-12)
- *Box – Daring Women* (Gr. K-3)
- *Box – Discovering Legacies* (Gr. K-6)

Professional Development

- *Issues on the Job*
- *Making Connections*
- *Tech Talk*
- *Box – For Your Professional Shelf*
- *Ask Hilda*



Ask Hilda

Have question about managing your library program? Demonstrating leadership? Reaching out to teachers?

When you want answers, email hilda@slworkshop.net and I will send a reply within 48 hours. I want to be your “silent partner” keeping you informed, inspired, and invaluable.

THE SCHOOL LIBRARIAN'S WORKSHOP (ISSN 0271-3667) is published online six times a year by Weisburg Associates, LLC, 38 Indigo Lane, Aberdeen, New Jersey, 07747. **February 2014/March 2014 Issue #4.** Subscription \$50 per year. Vol. 34, No. 4 © 2014 by Hilda K. Weisburg. Volume discounts available. Materials published here may be reproduced for use in only one school not an entire district. Send changes in e-mail addresses to slworkshop@hotmail.com.

FROM THE EDITOR

Getting Down to Work

With the holidays behind us, learning goes into high gear and this issue offers a wealth of ideas to make it meaningful.

Go beyond the traditional animal report with the *Information Literacy Unit* on ecosystems where students can work in small and large groups to develop a broad-based understanding of the topic and be ready for Earth Day in April. On a more advanced level *Teaching Together* guides students into recognizing the many challenging ecological problems now existing worldwide. Many of these began with the Industrial Revolution and *Primary Source Connections* presents the historical background, mainly using Library of Congress resources.

For those of you who like to tie instruction to special months, *Web Cites* suggests excellent resources for Black History Month and National Women's History Month. For the elementary level, the *Puzzler* focuses on contributions of women, and two of the boxes feature books you will want to share with students.

I encourage all those with thoughts, opinions and experiences to join the debate on Dewey. Along with the other professional development articles in this issue, it should make you consider leaving that well-known icon of librarianship for a new more user-friendly approach—or not. I am launching *Ask Hilda*, an “advice” column, with this issue. The mission of the School Librarian's Workshop is to be your silent partner keeping you informed, inspired, and invaluable. If you write to me, I can make that even more personal.

I hope you have reading my weekly blog at <http://www.slworkshop.net>, and have joined our Facebook page <http://www.facebook.com/#!/groups/57409801076>. Members and I post items of interest to school librarians, and I think you will find it's a great resource. If your school filter blocks it, join from home and add your voice.

I must admit to a “shameless promotion.” I reviewed my own book *Woven through Time* in the *Book Reviews*. I hope it is of interest to you and that you'll let me know your thoughts if you read it. ▲

Hilda K. Weisburg

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Pros and Cons on Dewey

The most frequently cited reason for staying with Dewey is transference. From one school to the next, from school to public library, users can find what they want in the same numerical location. English Language Learners handle numbers better than words. A solid unifying structure is important for union catalogs and interlibrary loans. Once a library was genre-fied, it would present challenges for a librarian taking over when the previous one left.

Those on the other side pointed out students face a new system when they go on to college (and some high schools use Library of Congress Classification) and a number of public libraries are changing over from Dewey. Improved signage (using graphics) is needed in libraries and would help direct students with

language difficulties. Librarians learn new automation systems when they come into a new position and a responsible librarian would leave information on the new headings.

Pros and Cons for Genre-fying

On the plus side, librarians find students, particularly those in elementary school, struggle with Dewey. Circulation soars when the changeover is made. Dewey is based on a 19th century perspective. For example, from 200 to 289 is Christian religions, while all the others are in 290 to 299, and United States history ranges from 973 to 979. Dewey illogically separates categories, placing books on tanks with vehicles and not with information on the military. A student looking for a book on tanks is not interested in a neighboring title on tractors but rather would want more information on the armed forces.

Of course, a reclassification project is incredibly labor intensive and time consuming and it's hard to be certain if circulation is soaring because signage is improved or students are reacting to the change. And good signage, whether you use Dewey or genre-fy is a must as are using subject headings to guide users to finding all related information.

What Are Your Options?

What should you do? Stay with what you have or dump Dewey? Fortunately, you don't have to make an all or nothing decision. If you are ready to try it out, start with fiction. You can do all of the collection or focus on high interest areas—fantasy, mystery, or whatever else your students like. See how it works and proceed accordingly.

To make a change with nonfiction, choose a heavily researched area such as biomes and ecosystems or one connected with Common Core Standards that you want to begin collaborating on with teachers. Make sure everyone is aware of the new location for the information. Good signage (even for those who stay with Dewey) is key in helping students and teachers find what they are looking for. Watch your circulation statistics and do an informal survey.

Reaching a Decision

If you are a member of AASL you received the *Knowledge Quest* issue. For those who aren't, contact AASL and arrange to purchase a copy. Read the articles. Send email queries to authors if you need clarity. Some have a system of headings in place you can use. See if your book jobber can work with these (if you decide to genre-fy).

Base your decision on what will work best for your students. If you choose to make a change, be sure to discuss it with your administrators giving solid reasons. Plan when to do the project and look for help. Parent volunteers, some school clubs, and interested students might want to work with you. There is no one right answer. Do the research and decide. ▲

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Launching the Project

Just as animals, plants and nonliving things interact within an ecosystem, so will students working on this project. For each ecosystem, pairs of students will work on an animal and plant living in it. The object is to include as many biotics as possible.

Hand out the Information Sheet and review it. Highlight the Essential Questions incorporated into the project; “Why is important to safeguard ecosystems?”, “How are humans part of ecosystems?”, and “What makes an ecosystem work?”

Have print and other resources available to guide students in making their selections or list selections

and allow them to choose what they want to explore. Once they have completed through step four, everyone researching animals within the same ecosystem should get together to discover how each component interacts with the others.

Creating the Whole

All students working on the same ecosystem will present their findings together. It can be in the form of a mural or use a web resource such as VoiceThread or Smore. (Check AASL’s Best Websites for Teaching & Learning <http://www.ala.org/aasl/standards-guidelines/best-websites> for age-appropriate ideas.) If necessary call students together to be sure groups are working effectively.

As each presentation is made, query students—both those presenting and those listening—on the Essential Questions. How much have they learned from their research? Stretch their thinking by asking how all ecosystems fit together and what that means for humans and the planet. Finally, ask them what one big idea they have as result of their exploration of ecosystems. ▲

Websites

Ecosystems – (Pinterest Board) - <http://www.pinterest.com/jessiema/ecosystems> Use all or some of the pins

Geography4Kids: An Ecological System - http://www.geography4kids.com/files/land_ecosystem.html Solid information with more pages on related topics.

Welcome to Ecosystems for Kids - <https://sites.google.com/site/bscsciencetreasures/ecosystems-1/ecosystems-for-kids> - **links to webcams**

What Is an Ecosystem - <http://eschooltoday.com/ecosystems/what-is-an-ecosystem.html> -- Builds simply from definition to organization levels, to biomes, and further.

Videos

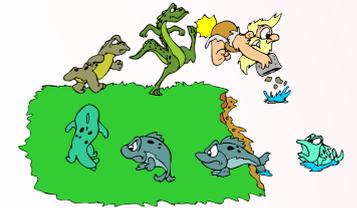
Ecosystems – What Is an Ecosystem? - <http://www.neok12.com/video/Ecosystems/zX7d0b756f7154415351047f.htm> (short, with definitions of important terms.) Cartoon covering the interactions of abiotic and biotic factors,

StudyJams –Ecosystems - <http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/ecosystems.htm>

What Is an Ecosystem: Definition, Meaning, - <http://www.youtube.com/watch?v=gVPbGaurcvI> Simple but covers the definitions and discusses even the nonliving parts of an ecosystem

Information Sheet

1. Ecosystem to be explored: _____
2. Biotic (living things) in this ecosystem
3. Abiotic (non-living things) in this ecosystem
4. Animal and plant we explored
 - What we knew about the animal and plant
 - What does our animal and plant need for survival?
 - How does our animal interact with other animals in this ecosystem?
 - What other questions do we have?
5. Do humans interact with this ecosystem? Do they help, harm, or have no effect?
6. What makes this ecosystem important?
7. Sources we used including images and videos.
8. With others working on your ecosystem create a presentation showing the interaction of all its components. (Don’t forget the abiotics.)



Daring Women

Although it’s still not true in many places around the globe, in the industrialized countries doors once closed to women are now open. For Women’s History Month, celebrate those responsible for going places where women had not been accepted and remind students the battle for equality is not over until opportunities for girls exist worldwide. Amelia Earhart was not the only woman who took to the air. Meghan McCarthy introduces readers to a *Daredevil: The Daring Life of Betty Skelton* (A Paula Wiseman Book, Simon & Schuster, 2013, unp. ill. 978-1-4424-2262-9). In the early 1930s, young Betty was more interested in playing with a toy plane than dolls. Living near the naval base in Pensacola, Florida she visited the planes and an ensign introduced her family to flying. By age twelve she flew solo (illegally), got her license at sixteen, and dreamed of career flying but only men could be commercial pilots and the navy wouldn’t let her fly either. She became a famous stunt pilot and broke the altitude record in 1951. When she retired she took up automobile racing, became the first female boat jumper, and trained with the astronauts—and drove a Corvette until the day she died. An amazing story of an amazing woman. (Gr. K-2)

Julie Cummins recounts the life of another female aviator in *Flying Solo: How Ruth Elder Soared into America’s Heart* (ill. by Malene R. Laugesen, Roaring Brook, 2013, unp. 978-159643-509-4). A beauty queen, fascinated by Lindbergh’s exploits, Elder decided to be the first woman to fly solo across the Atlantic. Two-thirds of the way to Paris on her first attempt, an oil line ruptured forcing her to ditch at sea where she was fortunately rescued by a ship in the area. She signed a vaudeville contract and appeared in silent movies but still held onto her dream. Along with nineteen other women including Amelia Earhart, she entered a cross-country air race. She got lost a few times on the way, finishing fifth after nine days. Students will be fascinated by this many-faceted woman. (Gr. 1-3)

If flying was off limits to women in the early 20th century, a female doctor was inconceivable in the 1800s but Tanya Lee Stone shows otherwise with *Who Says Women Can’t Be Doctors? The Story of Elizabeth Blackwell* (ill. by Marjorie Priceman, Christy Ottaviano Books, Henry Holt, 2013, unp. 978-08050-9048-2). Although she hadn’t planned on becoming a doctor, Elizabeth Blackwell took on the challenge on the urging of an ill friend who remarked she would have preferred being examined by a woman. Turned down by twenty-eight medical schools, she was finally accepted by one in upstate New York. The male students were sure she wouldn’t succeed, but she graduated in 1849 with the highest grades in the class. Take time to share the author’s notes from all these titles with students and encourage them to explore further. (Gr. K-3)

The Industrial Revolution

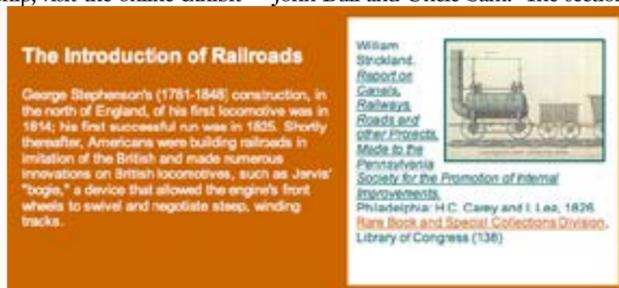
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Ready to Go Primary Source Resources

Primary Source Set: The Industrial Revolution in the United States

This primary source set is a good place for your students to begin primary source analysis. It focuses on the United States' transition to an industrialized nation, along with changes to child labor laws and inventions that shaped transportation and communications. You'll find maps, a song and sheet music, photos, movies, documents and a political cartoon for your students to analyze. The set can be downloaded and printed out in minutes. <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/>

● **Teacher Guide:** Don't miss this excellent introduction to the topic of the Industrial Revolution, also in PDF format. You will find historical context and teaching suggestions.

● **Teacher Tip:** Download a graphic organizer and analysis guides for each primary source format. <http://www.loc.gov/teachers/usingprimarysources/guides.html>

● **New and Cool:** Are you wondering how these materials will connect with your curriculum? All Classroom Materials can now be searched and connected to Common Core content, State content, and other national organizations' content.

Lesson Plans related to the topic

▲ **America at the Centennial:** This lesson uses Library of Congress images and texts to engage students in studying the Philadelphia Centennial Exposition of 1876. Its central topic is the question of what items and images of the Exposition said about America at this time. <http://www.loc.gov/teachers/classroommaterials/lessons/centennial/index.html>

▲ **Teacher Tip:** Research the 1893 World's Columbian Exposition that took place in Chicago. What inventions and innovations were showcased at that event?

▲ **Book Connections:** Richard Peck's *Fair Weather* (Puffin, 2003) is a wonderful literature connection to read when studying this fair. Erik Larsen's *Devil in the White City* will offer fascinating details for older students.

● **Child Labor in America:** Children have always worked, often exploited and under less than healthy conditions. Industrialization, the Great Depression and the vast influx of poor immigrants in the 19th and 20th centuries, made it easy to justify the work of young children. To gain a true understanding of child labor, both as an historical and social issue, students should examine the worlds of real working children. This unit asks students to critically examine, respond to and report on photographs as historical evidence. <http://www.loc.gov/teachers/classroommaterials/lessons/child-labor/>



14 year old spinner girl, Louis Hine, 1913 <http://www.loc.gov/pictures/item/nc12004004049/PP/>

▲ **Teacher Tip:** The National Child Labor Committee Collection <http://www.loc.gov/pictures/collection/nccl/> contains more than 5,100 Lewis Hine photographs documenting working conditions of children in the United States in the early 1900s.

▲ **Book Connection:** Elizabeth Winthrop's *Counting on Grace* (Yearling, 2007) provides an accurate account of what working in a factory was like for a 12 year old.

● **Labor Unions and Working Conditions – United We Stand:** Students will work with primary source documents to study the working conditions of U.S. laborers at the turn of the century. Have them answer the question, "Was there a need for organized labor unions?" <http://www.loc.gov/teachers/classroommaterials/lessons/labor/>

● **How Transportation Transformed America – Going to Market:** This project investigates and examines the impact transportation has had on peoples' lives, using primary sources to compare the turn of the 20th and 21 centuries. <http://www.loc.gov/teachers/classroommaterials/lessons/market/index.html>

Presentations and Activities That Introduce Primary Sources

● **American Memory Timeline – Rise of Industrial America, 1876 – 1900:** This presentation highlights primary sources related to the industrial growth that transformed America during this period. Topics include:

- ▲ The American West, 1865-1900;
- ▲ Chinese Immigration to the US, 1851-1900;
- ▲ Immigration to the US, 1851-1900;
- ▲ City Life in the Late 19th Century;
- ▲ Rural Life in the Late 19th Century;
- ▲ Railroads in the Late 19th Century;
- ▲ Work in the Late 19th Century. <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/>

● **What in the World is That?** Learn about amazing innovations and inventions from the past through primary sources. Many of these inventions had their roots in the Industrial Revolution. Have your students play the challenging game, and then learn more about each invention by examining the additional text in the Learn More section. <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/science/>

● **With Wings as Eagles:** This presentation highlights primary sources that document the history of flight,

ending with the Wright Brothers accomplishments that changed the course of aviation history. <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/fantasy-flight/>

A Sampling of Today in History Entries

- **First American Cotton Mill** - On December 20, 1790, a mill, with water-powered machinery for spinning, roving, and carding cotton, began operating on the banks of the Blackstone River in Pawtucket, Rhode Island. <http://memory.loc.gov/ammem/today/dec20.html>
- **Inventor of the Sewing Machine** - On July 9, 1819, Elias Howe, inventor of the first practical sewing machine, was born in Spencer, Massachusetts. <http://memory.loc.gov/ammem/today/jul09.html>



Winthrop spent two years researching this Lewis Hine photo of Addie Card, "anaemic little spinner in North Pownal Cotton Mill." Addie became the inspiration for Grace in Winthrop's story. Her photo is on the cover of the book. <http://www.loc.gov/pictures/item/nc12004001719/PP/>

McCully's picture book, *Bobbin Girl* (Dial, 1996) would be an excellent choice for younger students.

● **8-Hour Work Day** - This entry focuses on the history of the 8-hour work day. <http://memory.loc.gov/ammem/today/aug20.html>

● **Steaming Along** - On August 26, 1791, John Fitch and James Rumsey, rivals battling over claims to the invention, each were granted a federal patent for the steamboat. <http://memory.loc.gov/ammem/today/aug26.html>

● **Under the Sea** - On April 11, 1900, the U.S. Navy acquired its first submarine, designed by Irish immigrant John P. Holland. <http://memory.loc.gov/ammem/today/apr11.html>

● **First Flight** - On the morning of December 17, 1903, Wilbur and Orville Wright took turns piloting and monitoring their flying machine in Kill Devil Hills, North Carolina. Orville piloted the first flight that lasted just 12 seconds and 120 feet. <http://memory.loc.gov/ammem/today/dec17.html>

● **The Transcontinental Telegraph and the End of the Pony Express** - On October 24, 1861, the first transcontinental telegraph system was completed by Western Union, making it possible to transmit messages rapidly (by mid-nineteenth-century standards) from coast to coast. This technological advance, pioneered by inventor Samuel F. B. Morse, heralded the end of the Pony Express. <http://memory.loc.gov/ammem/today/oct24.html>

● **Teaching Tip:** Have students research other innovative inventions that were developed during the Industrial Revolution. How did these inventions affect the industrialization of America?

Even more resources related to the Industrial Revolution

● **Prints and Photographs catalog** - Search the online catalog using names of inventors or inventions. I found this image by using the term "cotton gin".

Early Films

▲ **America at Work: America at Leisure** - This American Memory Collection features motion pictures that document work, school, and leisure activities in the United States from 1894 to 1915. <http://memory.loc.gov/ammem/awlhtml/awlhome.html> Teacher Tip:

Don't miss the special presentation Topics for Work that highlights a variety of occupations. Have students take special note of the movies depicting industrial and manufacturing work. <http://memory.loc.gov/ammem/awlhtml/awlwork.html>

▲ **The Life of a City: Early Films of New York, 1898-1906** -

At the turn of the century, New York was the preeminent American city; it represented the "new metropolis." The great waves of European immigrants, the consolidation of the five boroughs into one vast city, the development of the city's infrastructure, and the incredible construction boom of the next thirty years all contributed to its prominence. <http://memory.loc.gov/ammem/papn/nyhome.html> These 45 films cover many aspects of New York life. Teacher Tip: Have students view these silent films and then write short narratives to accompany the movie.



Mississippi cotton gin at Dabomey. 1898 <http://www.loc.gov/pictures/item/det1994000238/PP/>

Historic Newspapers

● **Chronicling America** <http://chroniclingamerica.loc.gov> provides free access to millions of newspapers. The Topics Page <http://www.loc.gov/rr/news/topics/topicsSubject.html> offers ready-to-go research of timely topics covered widely in the news. Samples related to industrialization include:

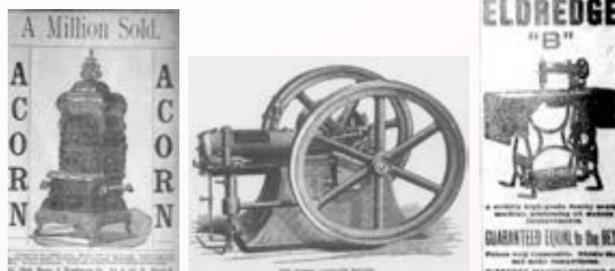
- ▲ Golden Spike (1862-1869)
- ▲ Horseless Carriages and Ford's Model T (1895-1920)
- ▲ Triangle Shirtwaist Factory Fire (1911-1914)
- ▲ World's Fair: Chicago (1892-1893)
- ▲ World's Fair: St Louis (1901-1904)

● **Newspaper advertisements** can also be indicative of the effects of industrialization. Have students select one or two newspapers and check out the ads (often at the end of each issue) to see what was being manufactured and sold. These ads were found in 1893 newspapers.

We have come a long way since the 18th and 19th century Industrial Revolutions. There is talk in economic circles that we are now primed for a Third Industrial Revolution. What a perfect current topic to research! In fact, according to the sometimes controversial Jeremy Rifkin:

Today, Internet communication technology is converging with renewable energies, giving rise to a Third Industrial Revolution. The creation of a renewable energy regime, loaded by buildings, partially stored in the form of hydrogen, distributed via an energy internet—a smart intergrid—and connected to plug in zero emission transport, opens the door to a Third Industrial Revolution.

Rifkin, Jeremy. *The Third Industrial Revolution: How Lateral Power Is Transforming Energy, the Economy, and the World*. Macmillan, 2011. (Retrieved from Wikipedia, November 7, 2013)



What do YOU think? ▲

Off on an Adventure

Real or imaginary, beginning jaunts or life-threatening tales, stories cultivating a spirit of adventure prepare students for making wise and ethical choices as they grow up.

Picture Books and First Chapter Books (Gr. PK-3)

Becker, Aaron. *Journey*. Candlewick, 2013, unpaginated. 978-0-7636-6053-6

In a wordless picture book, a lonely young girl draws a door on her bedroom wall, steps into a forest glade, and draws a boat which takes her to an old walled city unlike any other. Drawing a hot air balloon she takes to the sky seeing more fabulous crafts. A flying carpet leads to another city, and another door brings her home where she meets a boy who also makes adventures with a crayon. Have students create the words – and then draw their own imaginary journeys. Beautifully detailed. Compare with *Harold and the Purple Crayon*. (Gr. PK-2)

Géser, Gretchen. *One Bright Ring*. Henry Holt, 2013, unpaginated. 978-0-8050-9279-0

One bright-eyed girl spots a diamond ring falling from a hole in the pocket of a smiling man buying roses. She calls after him but two jackhammers drown her out. Tugging three times on her mother's sleeve, she follows the man but four babies, and five dogs block her path. She finally catches up to him as he kneels down and hands the roses to a seated young woman. The girl hides in the bushes when he discovers the ring is missing and sheds ten small tears. As he searches the ground, she carefully drops it in front of him. Counting and repetition keep the story bouncing along. (Gr. PK-3)

Mack, Jeff. *Ab Ha!* Chronicle, 2013, unpaginated. 978-1-4521-1265-7

“Ah Ha” and “Aahh” (with one “Ha Ha!”) are the only words in the story of a frog caught in a bottle while basking on a rock. He escapes, lands on a turtle, and flees to seeming safety—only to be on an alligator's back. The near misses and the final escape are funny; the illustrations are engaging. Have students learn to observe foreshadowing by asking, “Do you think the frog is safe?” and “What do you think will happen next?” as you go through the book. (Gr. PK-1)

Thomson, Sarah. *Cub's Big World*. Ill. by Joe Cepeda. Harcourt, Houghton Mifflin, 2013, unpaginated. 978-0-544-05739-5

A polar bear cub follows his mother into the outside world for the first time and is intrigued by what she sees, observing it is very big—and slippery—as she skids down a hill. Her mother isn't nearby and everything around her is white. She searches for the black nose of her mother finding instead a raven, an ermine with black on its tail, and a seal, but mom is nowhere in the big world. Climbing a hill, she looks for mom and tumbles down again, but this time she finds herself between two big paws and her mother kisses her with her black nose. A touching tale of animals and their mothers, follow it up with information books on Polar Regions. (Gr. PK-3)

Lower Middle Readers (Gr. 2-6)

Helmer, Marilyn. *Pirate Island Treasure*. Ill. by David Parkins, 2013, 54 p. 978-1-4598-0165-3 (paperback)

Charlotte and her brother Jack spend an adventurous day with their grandfather on his boat. Sailing to Pirate Island they hunt for treasure. Jack spots a fallen tree which looks like a wrecked pirate ship, and the siblings spin a tale about how it happened. A stone with a hole becomes a spyglass, a piece of driftwood is a cutlass, and Jack finds beautiful sea glass as the two engage in one-upmanship while continuing to add to their growing story of pirates. Before leaving they make a

treasure map, placing it in an old bottle they found. A heartwarming story of family, fun, and imagination. (Gr. 2-4)

Mull, Brandon. *Wild Born*. Scholastic, 2013, 202 p. 978-0-545-52243-4

The Spirit Animals series begins with a ceremony for all eleven-year-olds occurring on different continents of Erdas. Although most aren't able to summon a spirit animal, amazingly four call Great Beasts—a wolf, leopard, panda, and hawk. Greencloaks knowing the return of these animals signals a coming great conflict quickly take Connor, Meilin, and Rollan in hand. Abeke whose animal is the leopard is approached by opponents of the Greencloaks. Readers will be captured by uncertainty over which side is the “good guys,” uniting the four, and beginning the quest and will look for the next volume eagerly. Not to mention the online interactivity. (Gr. 5-7)

Lubar, David. *Numbed*. Millbrook, 2013, 143 p. 978-1-4677-0594.

Math lovers and haters will enjoy the escapades of Logan and Benedict who venture into a restricted area in the math museum. Benedict angers a robot by saying “Numbers are stupid.” It numbs both of them, and they become incapable of handling any math concepts. To their shock math is everywhere. With the help of the scientist who designed the robot, they go through several interactive displays, learning to recognize math patterns and regaining their math skills. Readers will love Lubar's chapter numbers beginning with 5+4-8. (Gr. 2-5)

Peck, Richard. *The Mouse with the Question Mark Tail*. Ill. by Kelly Murphy. Dial, 2013, 223 p. 978-0-8037-3838-6

His diminutive size, unknown parentage, and the lack of a name, make “Mouse Minor” the target of bullies at the Royal Mews Mouse Academy. He runs away from school and makes a series of major mistakes in an effort to find his “true self” as mice and humans prepare for Queen Victoria's Diamond Jubilee. A new horse gets him outside the mews, through a mishap he becomes a member of the Yeomice of the Guard, and finally meets the Queen who gives him the direction he needs. The peculiarity of his tail provides the final clue to his name and origin. An amusing look at royalty from a mouse perspective and a courageous hero makes a good read. (Gr. 3-5)

Zucker, Johnny. *Grave Danger*. Ill. by Ned Woodman. Darby Creek, Lerner, 2013, 141 p. 978-1-4677-1210-1

Max Flash goes on an archaeological dig in Egypt in the fourth of the series. While his supposed parents work on unearthing the tomb of the boy pharaoh Gazellion, he is to locate the missing Sorcerer's Venom papyrus which brings the dead to life. Serpents, talking mummies, and the Pharaoh's sorcerer put his life at risk, but Max has a few “toys” from the Department for Extraordinary Activity and his own special skills to use as an ancient army is raised from the walls of the tomb. Series followers will look for the next one. (Gr. 3-5)

Upper Middle Readers (Gr. 5-8)

Black, Holly. *Doll Bones*. Ill. by Eliza Wheeler. Margaret K. McElderry Books, 2013, 244 p. 978-1-4069-6398

Long after he was past the age most boys would have stopped, Zach continues to play an adventure game he, Poppy, and Alice created using dolls and action figures. The central and perhaps evil character is the Great Queen, a bone china doll locked in a cabinet in Poppy's house. The adventure turns real when Zach's father throws out his action figures and Poppy claims the Great Queen was made from the bones of a real girl who lived not too far away. She claims the doll wants to be buried in her grave, and they plot to fulfill the doll's wish. Tensions building within their relationship and the doll's growing powers keep readers on edge. (Gr. 5-8)

Kessler, Liz. *North of Nowhere*. Candlewick, 2013, 264 p. 978-0-7636-6727-6

When her grandfather disappears from his fishing village home, Mia's mother takes her to help with her grandmother. A diary she finds on a boat, meeting Peter who is on a fishing trip, and being given a compass that behaves strangely when the wind is right launch her on an adventure involving a recurring twist in time. Mia meets Peter's sister after he disappears and they go in search of him. What they find is so unbelievable, they don't know how to tell the adults, but the return of Mia's grandfather ties up all the loose ends. While reader will guess some of the plot turns, the last pieces will surprise them all. (Gr. 5-8)

Korman, Gordon. *The Hypnotists*. Scholastic, 2013, 232 p. 978-0-545-50322-8

The genetic mutation giving Jax eyes that change color also confers on him the power to hypnotize people, sometimes without him being aware of it. His talent is recognized by a member of Dr. Mako's institute and he is enrolled there to improve his skills. More powerful than the other “mind benders” and wary of Mako from the start, Jax discovers he is to be the instrument giving the doctor control over a candidate who will become president. Dodging mind benders and thwarting Mako's plans nearly costs Jax his life. In a nail-biting confrontation, Mako escapes. Readers will look eagerly for the sequel. (Gr. 5-7)

Messner, Kate. *Hide and Seek*. Scholastic, 2013, 240 p. 978-0-545-41975-8

Junior members of the Silver Jaguar Society, José, Anna, and Henry already showed their willingness to protect the world's most valuable artifacts and are ready to do so again when the invaluable Jaguar Cup disappears, replaced by a copy. With their families, they head for Costa Rica. Supposedly safely ensconced in lodge deep in the rain forest, while the adults follow leads in San José, the three, joined by Sofia a junior member who lives at the lodge, discover the Cup is nearby—and so are the villains who will stop at nothing to keep it. The information on the rain forest is excellent as is this entry in the series. (Gr. 5-7)

Miller, Bobbi. *Big River's Daughter*. Holiday House, 2013, 978-0-8234-2752-9

Although she survives the 1811 New Madrid earthquake which caused the Mississippi to run backwards, River has lost almost all she values. Her father, King of the River, is dead. Their boats are gone. She saved only the spyglass her father made. Rescued by Annie Christmas and her boys, River is a prize many others want as her pirate father's trade routes are valuable. The scheming Jean Lafitte thinks he has her caged, but River eludes him, making her way back, along with a tiger she freed, to Annie Christmas—and Mike Fink. Like her namesake, River won't be civilized. Readers will love her courage and cheer her along. Author Notes (Gr. 5-7)

Older Readers (Gr. 7-12)

Campbell, Melodie. *The Goddaughter's Revenge*. Raven Books, Orca, 2013, 124 p. (paperback) 978-1-4598-0487-6

A fast-paced story, laced with humor and definitely for older readers, it certainly belongs in the Rapid Reads series. Gina, goddaughter of a crime kingpin runs an honest jewelry store, but her New York cousin switched gems in her customers' rings when he covered for her during a week vacation. Fearing for her reputation and starting a mob war, she decides the only recourse is to steal the rings, replace the fakes with real ones, and put the rings back. She has six thefts to do and has some helpers, but each switch comes with its own disaster. How she succeeds adds to the fun. (Gr. 9-12)

Colfer, Eoin. *The Reluctant Assassin*. Hyperion, 2013, 341 p. 978-1-4231-6162-2

Chevie, an FBI “agent” from a disbanded youth program, is sent to London to work with Agent

Orange babysitting a capsule which in fact is a time machine. In Victorian London, Riley, an unwilling apprentice to Garrick, a murderer, is attempting his first kill. Through a series of misadventures Riley arrives in modern London. Garrick follows with the murdered man. Their consciousness fuse in the process and Garrick becomes virtually unstoppable. Riley and Chevie travel back in time and defeat Garrick, but he is not the only threat. Look for more in the fast-paced W.A.R.P. (Witness Anonymous Relocation Program) series. (Gr. 7-12)

De La Cruz, Melissa and Michael Johnston. *Frozen: Heart of Dread*. G. P. Putnam's Sons, Penguin, 2013, 325 p. 978-0-399-24754-4

An exciting series begins in the frozen world of the future where most depend on meager rations doled out by the government. Natasha lives with fear, hiding the eyes identifying her as a mutant fit to be killed. She works as a blackjack dealer in New Vegas until the monster inside her directs her to get the map to “the Blue,” a mythical paradise. Through sleight of hand she pockets enough credits to hire Ryan and his crew to take her across the toxic ocean. Dangerous mutants and an even more vicious government are ever-present threats as Natasha discovers the truth of her inner monster and must make a choice about her feelings for Ryan in a violent battle. (Gr. 7-12)

Henry, April. *The Girl Who Was Supposed to Die*. Christy Ottaviano Books, Holt, 2013, 213 p. 978-8050-9541-8

She comes to in a ransacked cabin, overhearing one man who is leaving tell another to get rid of her. She doesn't remember her name or much else, but two of her fingernails have been torn out. Using martial arts skills she somehow knows, she escapes, stealing the man's truck. Those pursuing her frame her for murder of the owner of the truck and for possibly killing her missing family. A boy working in McDonald's comes to her aid and the two must outrun and outwit those wanting her dead. Bit by bit they uncover the secrets but it's page-turning, tense-filled suspense all the way. (Gr. 8-12)

Maddison, Kate. *The Incredible Charlotte Sycamore*. Holiday House, 2013, 282 p. 978-0-8234-2737-6

Daughter of Queen Victoria's royal surgeon, sixteen-year-old Charlotte resists social restrictions in this steampunk story. She practices sword fighting in London back alleys with Peter and his sister, palace workers. Attacked by rabid dogs, Charlotte gets the unconscious siblings to safety and discovers the dogs are mechanical. Her own wound is festering but must be kept secret as she seeks the perpetrator and a cure, hoping it isn't true rabies. The cover up and investigation are dangerous as a treasonous plot is afoot and Charlotte's friends become fugitives. She gets her answers but it's a close call for all. Readers will want a sequel. (Gr. 7-10)

Weisburg, Hilda K. *Woven through Time*. Vermilion Pencil, Grey Gate Media, 2013, 308 p. 978-1-61807-107-1 (paperback)

The first time skilled weaver Savah with growing magic skills is allowed to go to the market she meets Bazir, head of a resistance movement committed to overturning the dark wizard Haratha. Their attraction is instantaneous. They secretly marry, but when the midwife takes Aimah, Savah's baby away, she and Bazir, now turned into a wolf, begin a search spanning thirty-five years. Savah's powers increase over time as does her wisdom and network of women, and Bazir connects with the wolves. Meanwhile Aimah grows up, marries, and has Nara. All skilled in magic, they come together with the allies Savah and Bazir have forged to battle Haratha. (Gr. 7-12) ▲

Using the Google Chrome Bookmark Manager as a Curation Management System

by **Linda Lindsay**

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So much to curate, and so little time! I curate for teachers, students, and myself. I share my findings daily on Google Plus, Twitter, Facebook, and occasionally on Pinterest. Why? I love to share, and I love to stay connected.

Would I be curating and connecting if it were not part of my work as a teacher-librarian? No doubt about it, I would! Like so many librarians, I simply love to learn.

The Constant Curator

Taming the curation process is an ongoing job. I am always looking for ways to streamline my workflow to maximize my efforts and to save time.

Currently, I use these tools to find, organize, and share links and ideas: Google+ circles, Twitter lists, feedly, paper.li, Hootsuite, Screencast-o-matic, YouTube, Blogger, bit.ly, and Google analytics. I mention in my blog post **13 Must-Haves in My Social Media Curation Kit** how these tools fit into my curation management system.

Organizing It All

How do I pull it all together? I use the **Google Chrome Bookmark Manager**. I have been a fan of Google for quite a while, long before I applied to be a Google Certified Teacher in 2012. As my **application video** notes, I like to stay current. So it seemed totally natural for me to look to the ever-integrating ecosystem that is Google to help me organize everything.

And I do mean *everything*! Links, ideas, emails, websites, Google Drive documents -- in short, my entire online presence -- they're all in there. And yes, my personal matters are in there too.

Why Google Chrome Bookmark Manager? I like this one-stop option for its simplicity and speed. It is ubiquitous, working across all devices, PC or Mac. It is searchable, easily editable, and offers drag and drop functionality, which is a great time-saver. And the deal sealer? It's free!

Getting started

I have put together a slide presentation that shows how to get started: *How to Organize Everything with Chrome Synched Bookmarks*. Here are the steps outlined in the presentation:

- Use the Chrome browser. Download the latest version.
- Go under the **Customize and Control** icon and select Sign in to Chrome. [slide]
- When you sign in to Chrome, check "**Choose what to sync**". [slide]

- The advanced sync settings box will appear. You can choose what to sync, or you can choose to sync all. [slide]
- You can manage your synched bookmarks in two ways:
 - via the Bookmark Manager [slide]
 - via the Bookmark Bar [slide]
 - You can search for folders and items within the search box of the Bookmark Manager. [slide]
 - The folders in the **Bookmark Manager** are arranged **vertically**. [slide]
 - There's a pull-down menu under "Organize" in the **Bookmark Manager**. You can click and drag items and folders to organize them.
 - Way 2: The **Bookmark Bar**. The arrangement is horizontal. [slide]
 - Control-Click (Mac) / Right-Click (pc) on the **Bookmark Bar** to access **organizing options**.

- You can create folders according to your organizational needs.
- You can create a folder for SOCIAL NETWORKS. [slide]
- You can create a folder for a TOPIC. [slide]
- You can create a folder for an EVENT. [slide]
- You can add anything you want to your folder. Google docs, websites, articles, maps, emails, and sub-folders. [slide]
- Watch the little video tutorial that I created: How to Add an Item to Your Google Synched Bookmarks, using the **Yellow Star**. [slide]
- You can "play" with your bookmarks, to meet your changing organizational needs. The short video tutorial Editing Google Synched Bookmarks that I produced demonstrates how to use the "click and drag" feature to prioritize your tasks.
- You can sync your bookmarks across all of your devices!

Final Thoughts

Curation in the digital age is a must, not only for us as librarians, but for anyone doing research.

I submit that using Chrome synched bookmarks as a tool is definitely worth exploring.

Create a few folders to start, and transferring on an as-needed basis. This will give you an idea of whether Google Chrome synched bookmarks will work for you.

Have fun curating! ▲

EDITOR'S NOTE: Are you using this? Did you try it because of this article? Let us know via email or on our Facebook page!

Discovering Legacies

Black History Month and National Women's History Month are a time to remind students of how the past impacts the present. Two stories show how objects can carry a family's history while the third, a collective biography, chronicles the contributions of women from ancient times through the 21st century.

Jacqueline Woodson takes a child's find in *This Is the Rope: A Story from the Great Migration* (Ill. by James Ransome, Nancy Paulsen Books, Penguin, 2013, unpub. 978-0-399-23986-1) to tie a family's story together. A young girl finds a rope in South Carolina and jumps with it until it is used to tie suitcases to a car as she, her husband, and baby head for New York City. The rope serves many uses as the child grows into a woman and it once again ties things down as she goes off to college, eventually giving it to her daughter. Share the Author's Note. (Gr. K-3)

A less humble legacy is *The Granddaughter Necklace* (Ill. by Bagram Ibatoulline, Arthur A. Levine Books, Scholastic, 2013, unpub. 978-0-545-08125-2) by Sharon Dennis Wyeth. Sharon admires her mother's crystal necklace and learns the tale of each of her ancestors who wore it and handed it down to the next generation. Starting in the present, Wyeth gives each woman's place one page tracing the story back to a young Irish girl who migrated to America and married a man of color. Once again the Author's Note is of importance. (Gr. K-3)

The sequence is random and the biographies range from a few brief lines to double-page spreads, but Shelly Tougas makes the point that *Girls Rule! Amazing Tales of Female Leaders* (Capstone, 2014, 64 p. photos, 978-1-4765-0235-9). Familiar and unfamiliar names entice readers to dip in and discover more about these women, past and present from all over the globe. When sharing these books, encourage students to think about the legacy they want to leave—and why. (Gr. 4-7)

POETRY

Stories in Verse

Poetry collections are wonderful for sampling, but these three single focus books need to be read from cover to cover. Nancy Bo Flood presents a day at the rodeo with kid and adult participants. Tamara Will Wissinger's "novel in verse" also spans a day as a boy and his father go fishing, unfortunately, from his point of view, joined by his little sister. Ron Koertge's theme is somber, poignant, and at times humorous as Jesus appears to a boy coping with the devastation caused by his brother's dying of an overdose.

Ride 'Em Cowboy

Flood, Nancy Bo. *Cowboy Up! Ride the Navaho Rodeo*. Photos by Jan Sonnenmair. Wordsong, Highlights, 2013, 40+ p. 078-1-59078-893-6

The reason for noting the book has 40+ pages is the poem *Rodeo Rider* appearing on the front and back endpapers surrounded by photos of boys and a few girls who "...want to be a rodeo rider—", along with eighteen others covering the day. After three opening poems getting ready for the big event the *Grand Entry* announces the start. The format, followed throughout, has the left side for the poem, frequently accompanied with what the announcer is saying, and a full-color photo of what is happening in the arena.

Each event has a poem and an explanation of it alongside the picture giving readers the requirements and challenges facing competitors. It may come as a surprise to learn that a *Woolly Rider* who rides a full-grown sheep one-handed and bareback can be as young as four and not weigh over fifty pounds. A break comes for a *Midway Walk* "Sporting my new hat/ wide-brimmed, keep-off-the-sun" and *Midway Eats* and "Going to buy me some/crisp, hot fry bread,/grease still popping, sweet honey/oozing." The afternoon continues with a *Bareback Bull Rider* and an acknowledgment of the *Matador of the Rodeo*, the clowns before winding down and *Heading Home*. The book concludes with a one-page *Rodeo History*. Use with units on Native Americans and the West. It's different and special. (Gr. 2-5)

2 + 1 = Fun?

Wissinger, Tamara Will. *Gone Fishing: A Novel in Verse*. Ill. by Matthew Cordell. Houghton Mifflin, 2013, 120 p. 978-0-547-82011-8

Forty-one poems narrated by Sam, Lucy, and occasionally Dad recount a day of fishing from a bad beginning to a happy ending. The night before Sam hunts for *Night Crawlers* in the dark, "Ninety-four./ Worms galore" and he looks forward to a day *Just Dad and Me* only to have his pokey sister join them. Sam sends up *A Fisherman's Prayer*, "Send me a fish that is lively and long./ One that is sturdy, stupendous and strong."

Sam knows *When We're Fishing* "...we talk softly so we don't scare the fish away," except *Lucy's Quiet Time* means "She rattles her backpack and/ takes out a snack," unable to be silent. To his chagrin, Lucy catches eight fish while Sam has none. He wonders if he is a *Fishing Flop* until he reels in a big catfish. Lucy cheers him, calling him a hero, and they return home for a *Fish Supper*. Wissinger identifies the technique for each poem and explains it at the end. Matthew Cordell's pen and ink cartoon-style illustrations add to the fun. Talk about the ways families enjoy time together. (Gr. 1-4)

An Answer to a Prayer

Koertge, Ron. *Coaltown Jesus*. Candlewick, 2013, 122 p. 978-0-7836-6228-8

On the landing of their apartment above the nursing home is mother runs, Walker calls out, "Look," he said, "if you're up there, help/ my mom, okay? My brother's been dead/ two whole months, and she's still crying." And Jesus appears, saying "I would have been here sooner,/ but traffic on I-55 was awful." He wisecracks and gives quiet advice and hints about reaching out to others. Walker wonders if he is hallucinating but following the occasional guidance shows him how much we all need human connections.

The interchanges between Walker and Jesus touch lightly on biblical issues but focus more on the need to recognize when it's time to let go. A baby and some nursing home patients can see Jesus but most people can't. With His help, Walker brings home a dog, reveals to his mother his guilt over his brother's death and the healing begins for both of them. Place this very special story in the hands of the right readers. (Gr. 8-12) ▲

TEACHING TOGETHER

The State of the Planet

Get ready for Earth day on April 22 by having students assess the state of the planet. While the environmental science teacher is a natural partner on this project, social studies and sociology teachers are other possibilities. With a little tweak, it could be done in an economics class with students determining costs of going green or dealing with the fallout from environmental issues in the locations they researched.

Framing the Project

Use the Information Sheet in your discussion with the teacher who is joining you on this project. Depending on their subject area and grade level of students, make adjustments to meet curricular goals. Add the Middle East and "Oceania" (Australia, Pacific Islands, and Antarctica) to create more groups as needed.

Focus on the Essential Questions you want students to address. While the overall question is, "What is the state of our planet?" smaller ones are equally important. Possibilities include "Can we realistically improve the environmental quality of our planet?" "How serious is the problem?" "To what extent is human life threatened?" and "What is my role in this?"

If students are to work hard on the project, they need to feel it has a significant purpose. Decide on a final presentation which will showcase their research as serious and valuable. A combined portrait of the planet, suitable for sharing with legislators or parents is one idea. Knowing your community and your students, you might have other thoughts.

Engaging Students

Middle and high school students have been learning about environmental issues for years. They have done research on endangered and extinct animals and acid rain. Many come to the topic already interested in making a difference. For unconcerned as well as committed students, grab their attention with a powerful question such as, "When you are an adult, will you be trying to survive crises caused by a collapsing global ecosystem?" (Considering the number of dystopian YA novels based on the topic many will accept the potential reality of possibility.)

Let students know, they will be embarking on a project to determine the answer to that question. Ask the Essential Questions you and the teacher developed and get students initial responses. Because there is controversy over issues such as climate change, there can be divergent views. Sum up their answers and remind them finding out what is factual and what is opinion is one purpose of research, and that will be their task.

Ferreting out Facts

Distribute the Information Sheet and ask students what their first (and second steps will be) to ensure they understand the assignment. Highlight the Reminders, especially the caution to evaluate sources for bias. Let them know these are fine to use if they indicate it in some way and balance the viewpoint with sources having an opposing position. Also, all sources must be credible. A scientific report has far more authority than a person's blog no matter how influential the blog may be.

Inform students of library resources and pre-selected helpful websites including the ones given here. The directions serve as a formative assessment for you and students. Having them keep a log on what they are doing and accomplishing permits easy checking.

Wrap Up

Record the final presentation. Incorporate it into any report you send your administrator. Showing what you do is far better than telling.

While students are still excited about the culminating project, engage them in a final discussion. Ask them, "What is the most critical problem?" "Can it be solved separately from the others?"

"Does environmental damage in one part of the planet affect other places?" Review the Essential Question and see to what extent their research changed their responses. Assess what worked and didn't work with the teacher and identify what you will do differently next time you lead this project. ▲

Websites

6 Major Environmental Problems of Asia <http://hernadi-key.blogspot.com/2009/02/6-major-environmental-problems-of-asia.html>

Africa Nature Conservation: Environmental Issues – The Nature Conservancy <http://www.nature.org/ourinitiatives/regions/africa>

Earth Report: State of the Planet: National Geographic Channel - <http://natgeotv.com/asia/earth-report>

Europe's Environmental Nightmare: Hard Road to Recovery – Florida State University's Research in Review - <http://rinr.fsu.edu/summer96/features/nightmare.html>

Environmental Issues in South America - <http://library.thinkquest.org/18401/text/SAIssue.html>

Environmental Issues in Southeast Asia: Fair Observer - <http://www.fairobserver.com/360theme/environmental-issues-southeast-asia>

Environmental Topics – European Environment Agency (EEA) - <http://www.eea.europa.eu/themes>

HowStuffWorks "Maps of North America Environmental Issues" - <http://maps.howstuffworks.com/north-america-environmental-issues-map.htm>

Journey to Planet Earth <http://www.pbs.org/journeytoplanetearth/stateoftheplanet>

North America Nature Conservation, Environmental Issues – The Nature Conservancy - <http://www.nature.org/ourinitiatives/regions/northamerica>

State of the Planet: A Snapshot [Audio Slide Show] – Scientific American <http://www.scientificamerican.com/article.cfm?id=earth-day-slideshow>

WWF – About Our Earth - http://wwf.panda.org/about_our_earth

WWF - Environmental Problems in South Africa - http://wwf.panda.org/who_we_are/wwf_offices/south_africa/environmental_problems_in_south_africa

Information Sheet

Directions

1. Choose a continent
2. Form groups to research land, air, or water issues on that continent.
3. Identify the big issues facing the continent and/or one country.
4. Explore the causes and consequences.
5. Examine the solutions being offered.
6. Determine whether or not these are practical. (Explain)
7. Add any questions you have and research them.
8. Offer a solution of your own and explain your reasoning.
9. Share your finding with those working on

the same subtopic (land, air, water) on other continents.

10. Compare and contrast the situations.
11. Based on your findings, predict what the future holds. (How soon will it happen?)

Reminders

- Determine bias of sources and strive for balance.
- Locate visuals to use for your final product.
- Cite all sources including those for visuals (briefly annotate them).



SPOTLIGHTING FICTION

Rooted in History

By seeing the times through the life of a character, historical fiction makes the past come alive. These can be paired with nonfiction titles on the subject and/or become the springboard for research projects that will begin with students having a greater understanding of what it was to live through those time periods.

Told through the Seasons

When her father leaves in *Autumn* for Turfan on the Silk Road, Mei, a young girl in ninth century China gives him a jade pebble to pass on, hoping it will reach the road's end. He gives it to a monk heading for Kashgar. The stone reaches Samarkand in *Spring* where a young acrobat traveling with her family takes it to Baghdad, each repeating it's "from a girl where the sun rises." A traveler carries it to Antioch and onto boat going to Italy only to have it seized by pirates. The stone reaches the end in *Spring* as a pirate gives it to his son in Torcello. Four thousand miles away, Mei hopes she will someday make the trip. The illustrations, end paper map, and a Note on the Silk Road make this a wonderful geography and history lesson. Christensen, Bonnie. **A Single Pebble: A Story of the Silk Road.** A Neal Porter Book, Roaring Brook Press, 2013, unpag., 978-1-59643-715-9 (Gr. PK-2)

Follow five-year-old Bo through a year in a Yukon mining camp in 1929 with her two fathers. They adopted her when her dance hall mother left town and asked them to dump her in an orphanage. Her friends are the Eskimo children living alongside the miners. Each day she proudly makes the morning biscuits for the mine workers as one Papa is the cook. Bo is excited to see her first airplane, is saved from a bear by Big Annie, and gets to ride on the first bulldozer coming to her small community. With the gold petering out, the mine closes and Bo, her Papas, and her new little brother they have adopted must move away. Hill, Kirkpatrick. **Bo at Ballard Creek.** Ill. by LeUyen Pham. Henry Holt, 2013, 278 p. 978-0-8050-9351-3 (Gr. 3-6)

The U.S. in the 1800s

After her parents die, Pringle's uncle becomes the guardian for her and younger brother Gideon who has Down syndrome. Her aunt is physically abusive and despises Gideon, planning to send him to a special home. Taking money hidden in her father's desk, Pringle secretly leaves with her brother, heading to 1870s Chicago, hoping to stay with an old friend of her mother. When that proves impossible she becomes a nursemaid for a family she met on the train. Mining disasters, the rise of labor unions, and the Chicago fire all play a part in her story. Life in America in 1871 at the end has photos and background on the times and event. Bartoletti, Susan Campbell. **Dear America: Down the Rabbit Hole.** Scholastic, 2013, 245 p. 978-0-54529701-1 (Gr. 5-9)

Told in verse in alternating voices, two twelve-year old boys, Anikwa, of the Miami Tribe living in the Indiana Territory, and James, son of the trading post owner at Fort Wayne, reveal how lives were wrecked in the War of 1812. Outsiders come to Anikwa's village and tell of war between the British and Americans, urging them to side with the British who will let them keep their land. A siege of the fort is expected, and trading is curtailed. The trading post is burned. Anikwa's people escape the American army but their homes and stores are burnt. Both boys endure hardships, but at war's end find their way back to friendship. The research is obvious and the glossary and notes are a help in this quietly powerful story. Frost, Helen. **Salt: A Story of Friendship in a Time of War.** Frances Foster Books, Farrar Straus Giroux, 2013, 136 p. 978-0-374-36387-1 (Gr. 6-9)

The Power of Words

Rosa slips out of her cabin late at night, following her mother to a hole in the ground. There Morris, a slave, forms letters from twigs, teaching reading to old and young willing to risk being whipped if they are found out. It's too dangerous to go every night, and Rosa wonders when she will be able to read. The patrollers find two students who are severely whipped. Tired of waiting, Rosa makes her mother take her. They

are alone with Morris at first and she learns to read her name. Others, despite the threat of the whip arrive. The hushed evening tones and realistic illustrations enhance the danger to Rosa and the others. Cline-Ransome, Lesa. **Light in the Darkness: A Story about How Slaves Learned in Secret.** Ill. by James. E. Ransome, Disney, Jump at the Sun, 2013, unpag. 978-1-4231-3495-4 (Gr. K-3)

Fourteen-year old Mason turns the passionate words of his father, a Civil Rights worker in the 1960s, into powerful letters. For his skill, the group buys him a typewriter and he diligently practices on it. In the fall, his father announces that Mason and his older brothers will be going to a formerly all-white high school. He gets a job typing cards in the school library, but is fired until a meeting with the Board of Education has him reinstated. As the best typist, he represents the school in a county competition and breaks the record with his speed. Based on the life of the author's father, the story brings to life the turbulent time and the courage young African Americans displayed. Tuck, Pamela M. **As Fast as Words Could Fly.** Ill. by Eric Velasquez. Lee & Low, 2013, unpag. 978-1-60060-348-8 (picture book) (Gr. 2-5)

Kids Treated As Adults

At age ten, Jake is the youngest prisoner at the Idaho Territorial Penitentiary in 1885. Convicted of manslaughter, he is housed in his own cell but still must interact with adult inmates. Jail is a pleasure at first since it's the first time he is adequately fed. With a guard escorting him, he works in nearby pig farm, learns to read, and foils a jail break—which increases his problems. The details of his crime are slowly revealed, and readers will be enraged to see the inadequacies of the justice system and may want to explore what has been fixed and what inequities still exist. The story was inspired by a real ten-year-old prisoner. Pileggi, Leah. **Prisoner 88.** Charlesbridge, 2013, 142 p. 978-1-58089-560-6 (Gr. 5-8)

School-loving Clem who wanted a dog for his thirteenth birthday gets a miner's helmets instead as he begins work in the lead mines in 1924. The family needs the added income to pay medical bills for his sister's epilepsy. He hates it from the first, knowing he is once again disappointing his father, but trudges with him daily to work underground. Adopting a stray dog helps, but when a killer tornado rips through the town destroying almost everything the dog disappears. He faces a hard choice when destruction gives him the chance to leave and he realizes he must remain. Much of the story is based on fact, showing the harsh life of moonshiners and miners. Long, Susan Hill. **Whistle in the Dark.** Holiday House, 2013, 181 p. 978-0-8234-2839-7 (Gr.5-8)

World War II

Josiah Wedgewood (Woody) and Marcus Perry (father and uncle to the Perrys in *Fallen Angels* and *Sunrise over Fallujah*) are in England about to be part of D-Day, but the segregation in the army gives them different roles. Woody and the members of his buddies hit Omaha Beach, completely unprepared for the resistance they face from the German army. Marcus works the food trucks. The fighting seems unending and miles are gained excruciatingly slowly as Woody's friends are killed, and he begins to see the Germans as humans also dying. The reality of war is agonizingly portrayed. Myers, Walter Dean. **Invasion.** Scholastic, 2013, 212 p. 978-0-545-38428-5 (Gr. 7-12)

The horrors of the Holocaust were not only inflicted on Jews, but as Kathryn Lasky brilliantly reveals, Gypsies were also targets. Lilo and her parents, skilled craft workers, are gathered up with other Gypsies and shipped to a concentration camp. Her father is sent elsewhere, and Lilo resolves to save herself and her mother. She meets Django, a Gypsy boy who helps her learn to survive in the camps. A ray of hope comes when they are selected as extras in a movie Leni Riefenstahl is making, but the evil beneath her beauty means they can never relax. By the end of the war, Lilo has lost everyone although Django's fate is unknown. Powerful! Lasky, Kathryn. **The Extra.** Candlewick, 2013, 314p, 978-0-77636-3972-3 (Gr. 7-12) ▲

Getting Fit

Although there is some evidence students are eating a more healthy diet, they are not as physically fit as their parents and grandparents were. Teachers and parents know lectures will not change habits, but having them explore the topic and come to their own conclusions might be a step in dealing with the obesity issue. Work with health or life science teachers in a research project that will have students educating others as they learn themselves.

Discuss the activity sheet designed to familiarize students with different types of exercises and trainings with the teacher. Make any modifications necessary to align with the curriculum and decide the best way for students to present their research. Identify the Essential Questions to target. Among the possibilities are: "Why is exercise important?" "Which type of exercise program is good for you?" and, "How are nutrition and exercise connected?"

Warming Up

When the class arrives, ask students if they think exercise is important. Take a brief survey to see how many of them are physically active (running, fast walking, etc.) for at least one hour a day, five days a week. Explain they are going to investigate different types of exercise to be able to inform those seeking a routine to meet their needs.

Hand out the activity sheet and have students work in pairs. To speed this section, give them only two or three items to research. Encourage them to use your databases and recommended websites as some sites are heavily commercial, carry bias, and may not always be accurate in making claims.

When they have completed the task, go through the list and have pairs explain what they found. Did they find any resources on their own? Were these useful? Accurate? What big ideas do they have so far?

Getting More Intense

Distribute the Information Sheet and give students a chance to read it. Have them form groups of three to four and select a topic. Other possibilities they might suggest is Navy SEAL or other military training. Go over the directions having them explain back to you what is required to be sure they understand. Recommend they use

the Directions as a checklist to stay on track and know when to ask for help.

As they begin researching, check with groups to see if they have answered the initial questions. Suggest they can use their reasons for picking the topic to bring their enthusiasm when creating their presentation. Where appropriate, suggest they demonstrate the exercises. Incorporate a lesson on Creative Commons if necessary to show them how to find and cite non-print materials.

Have students identify what they liked best about each other's presentations. Review the Essential Questions and discuss with students what they will remember from their research. Has it caused them to make any changes in whether and how they exercise? ▲

Helpful Websites

4 Types of Exercise: Go4Life - <http://go4life.nia.nih.gov/4-types-of-exercise>
http://www.sparkpeople.com/resource/fitness_articles.asp?id=972

Isotonic Muscle Training Information on Healthline - <http://www.healthline.com/natstandardcontent/alt-isotonic-muscle-training>
 Defines a few related types of exercise

Marathon Training Plans - <http://www.runnersworld.com/training/marathon-training-plans>

Pilates Exercises and Workout Benefits - <http://www.webmd.com/fitness-exercise/features/the-benefits-of-pilates>

Rev Up Your Workouts with Interval Training - <http://www.mayoclinic.com/health/interval-training/SM00110> Has links to other types of exercise

The Health Benefits of Tai Chi: Harvard Health Publications - http://www.health.harvard.edu/newsletters/Harvard_Womens_Health_Watch/2009/May/The-health-benefits-of-tai-chi

Types of Physical Activity: Women's Health.gov <http://www.womenshealth.gov/fitness-nutrition/how-to-be-active-for-health/type-of-physical-activity.html>

What Are the Types of Exercise? - <http://www.yheart.net/default.aspx?page=200>

Yoga: Fight Stress and Find Serenity - <http://www.mayoclinic.com/health/yoga/CM00004>

Information Sheet

Topics

- Create an exercise program
 - What are its benefits?
 - Are any negatives associated with it?
 - Is it directed to a particular group? (senior citizens, athletes in training, etc.)
 - How many times per week should it be done to be effective?
- Compare and contrast two types of exercise programs.
 - What are their individual strengths?
 - What, if anything, do they not accomplish?
 - Is one better than the other for a particular segment of the population?

- Match muscles to an exercise
 - Select 5 different muscles (heart/lungs, abdominal, triceps, etc.)
 - What does this muscle do?
 - Why is it important to strengthen/improve it?
 - What exercise is best to do so? Why?
- Create a diet for athletes in training for two different types of competition
 - Why are there differences?
 - How does the diet change as the athlete approaches the event?
 - Which of the two requires the most attention to nutrition? Why?
- Topic of your choice (with approval).

Directions

1. After choosing your topic, answer the following:
 - Why did my group choose this over another one?
 - What do group members already know about this?
 - To meet the requirements of the project, what do we need to find out?
 - Where will we find it, and how can we be sure it's accurate?
2. Divide out the research among group members.
3. After initial searches, meet as a group and determine:
 - What have we just learned?
 - What questions do we now want to

answer in addition to the ones in the assignment?

4. Locate sources illustrating key points (such as individual exercises).
5. Cite all sources including images and videos.
6. Identify your main messages.
7. Determine how to best present this to your core audience.



Getting Fit

Describe the following types of exercise, including health benefits where appropriate.

1. Aerobic Exercises
2. Anaerobic Exercises
3. Interval Training
4. Ironman Training
5. Isometric Exercises
6. Isotonic Exercises
7. Marathon Training
8. Pilates
9. Resistance Training
10. Tai Chi
11. Yoga
12. Zumba



Answers in brief

1. Aerobic Exercises—Also known as "cardio"; endurance-type exercises causing your heart to work hard bringing oxygen to muscles for more than a few minutes (30-60 minutes recommended); walking, cycling, swimming, and elliptical are examples.
2. Anaerobic Exercises—Brief strength-based exercises such as sprinting, bodybuilding, running marathons or long distance cycling. The word comes from the Greek meaning to live without air.
3. Interval Training—Alternating bursts of intense and lighter activities such as a spurt of jogging between walking; level of intensity varies with individual fitness.
4. Ironman Training—The Ironman race is a triathlon consisting of a 2.4 mile swim followed by a 112 mile bike ride and finishing with a marathon (26.2 miles); most require the race completed within 17 hours; segments must be completed within a specified time or the athlete is disqualified from the race; several training regimens are suggested, requiring about 13 hours per week; strategies include recognizing the swim is about 10% of the competition and focusing accordingly; good nutrition is vital.
5. Isometric Exercises—Considered a simple way to build core muscles; pits one set of muscles against another such as bending your elbows and pressing palms together as hard as possible; can be done anywhere without equipment if necessary and in as little as 10 seconds for an exercise; need to combine with other exercises or design a program covering many muscle groups and positions.
6. Isotonic Exercises—Exercises involving contraction of muscles to allow movement; incorporates eccentric and concentric muscle movement; includes using dumbbells and resistance bands or pushups.
7. Marathon Training—To prepare for the 26.2 mile run you should have experience running and implement a training suitable for your level; a weekly routine might include 5 days of short and long runs with two rest days; beginners should average 25-42 miles per week; understanding nutritional needs is important.
8. Pilates—A whole-body fitness program designed by Joseph Pilates in the mid-20th century; focuses on core strength and spinal and pelvic alignment; raises awareness of the body (how you sit, stand, etc.); based on six principles: centering, concentration, control, precision, breath, and flow.
9. Resistance Training—Exercises increasing muscle strength by having them contract against a resisting force; different types of weight lifting are included in this such as power lifting and bench press; causes microscopic tears in muscles which are quickly regenerated growing the muscle stronger.
10. Tai Chi—Martial arts practice leading to health benefits such as increased flexibility, balance, and stress reduction; good for conditions such as arthritis, heart conditions, stroke, and Parkinson's Disease; low-impact exercise which never forces movement; muscles relaxed, not tensed or stretched.
11. Yoga—Originating in India over 5,000 years ago and is a philosophy at its core with the purpose of attaining a state of permanent peace; adopted by the West in the mid 19th century, it has several forms but Hatha yoga which has asanas (poses) for exercises is what is most commonly associated with yoga; it improves fitness, reduces stress, and can help prevent some diseases such as heart conditions and high blood pressure.
12. Zumba—A brand of fitness program drawing on Latin dance music; incorporates hip-hop, samba, salsa, and similar dances into exercise routines; eight types of classes address different ages and levels of exertion; Zumba Toning focuses on body sculpting; an Aqua version is done in a swimming pool; can improve cardio-pulmonary function.

Good Choices for Your Professional Shelf

Here it is all in one place—all the research studies showing *School Libraries Matter: Views from the Research* (Mirah J. Dow, ed. ABC-CLIO, 2013, 169 p. 978-1-61069-161-1). Before dipping into the studies, review Chapter 1 on "Professional Dispositions of School Librarians" and rate your own attitudes and behaviors. Chapter 2 uses Vygotsky's zone of proximal development (used in psychology, education, and information science research) to determine the librarians' position within the educational community. Keith Curry Lance's work on "The Impact of School Librarians for Academic Achievement" is in Chapter 5. The remaining five chapters present research on several aspects of what librarians do and how they are perceived. See Chapter 6 for "The Role of the School Library: Building Collaboration to Support School Improvement," Chapter 9 for "School-Based Technology Integration and School Librarian Leadership," and Chapter 7 for "Perspectives of School Administrators Related to School Librarians." This is a good book to save for summer reading and sharing with administrators.

Everyone is complaining about too much to do and not enough time. ASCD has a wonderful answer with their new collection of Arias, brief books on high-interest topics each answering an Essential Question given in the subtitle. The first four in the series features: Mark Barnes with *The 5-Minute Teacher: How Do I Maximize Time for Learning in My Classroom?* (ASCD, 2013, 48 p. 978-1-4166-1708-2), Susan M. Brookhart and *Grading and Group Work: How Do I Assess Individual Learning When Students Work Together?* (ASCD, 2013, 45 p. 978-1-4166-1705-1), Nancy Frey, Doug Fisher, and Alex Gonzalez collaborate on *Teaching with Tablets: How Do I Integrate Tablets with Effective Instruction?* (ASCD, 2013, 50 p. 978-1-4166-1709-9), and Thomas R. Hoerr's highly important *Fostering Grit: How Do I Prepare My Students for the Real World?* (ASCD, 2013, 48 p. 978-1-4166-1707-5). Anyone can find time for these.

As an expert in inquiry-based learning, share Jeff C. Marshall's *Succeeding with Inquiry in Science and Math Classrooms* (ASCD and NSTA, 2013, 161 p. 978-1-4166-1608-5) with teachers and build collaboration. The book is simply divided into three parts, focusing on why, how to, and assessing the process. Lots of sample lessons make it easy to implement.

Facing Fear

Whether young or old, everyone fears something. Learning they aren't alone in their fears helps young students accept and find ways to deal with them. Julia Jarmone explores shyness and how taking a small risk can lead to a new friendship, while Helen Stephens turns the table on the topic and has a girl hiding a lion to protect him from those frightened by the beast. In the autobiographical story by Suzanne Collins (of *Hunger Games* fame) young Suzy's fear is very real when her father goes to Viet Nam. With many students who have a parent or relative in the military, this opens a discussion allowing them to share what it's like.

Jarman, Julia. **Two Shy Pandas**. Ill. by Susan Varley. Andersen Press, 2013, unpaginated. 978-1-4677-1141-8

Panda wants to play with his next door neighbor Pandora, but whenever he sees her he runs away. Meanwhile Pandora finds playing by herself is not much fun. She would love to talk to Panda, but when she sees him looking at her she runs away. Panda likes making snowballs only he needs a friend to really enjoy it. He throws one over the fence and checks, but Pandora isn't there. He worries she might not be OK. Meanwhile Pandora is concerned because she hasn't seen Panda in a while. The two bravely go to check to be sure nothing is wrong and bump into each other. Now neither is lonely as they play together. The rhyme carries the story along. (Gr. PK-2)

Activities

1. Pandas

- Locate fiction and nonfiction books about pandas. Did you learn anything about pandas from the fiction books? If so, what did you learn? What did you find out from the nonfiction books? Make a class report showing what you now know about pandas.
- Talk about the differences between fiction and nonfiction. Why do you choose one instead of the other?

2. Shyness

- Draw a picture illustrating a time when you felt shy.
- Prepare a skit with a classmate showing how to make a shy person feel more comfortable.

3. Games for One and Games for Two

- Work with a classmate, and divide a sheet of construction paper into two columns. In one column make (or copy and cut out) pictures of games and activities that are fun for one person. In the second column show games that are fun for two or more.
- Compare your collage with what others in the class have done. Are many of the same activities shown? Are there some that only one pair had?
- Discuss which is more fun—games and activities for one, or games and activities for two or more.

Stephens, Helen. **How to Hide a Lion**. Henry Holt, 2013, unpaginated. 978-0-8050-9834-1

A lion wanting a hat walks into town but is chased away by frightened people. He hides in a play house belonging to Iris. Unafraid, she tells him it's too small for him and takes him inside, quietly, since

“moms and dads can be funny about having a lion in the house.” She grooms him, cares for his injured paw, and moves him around to keep him hidden—a challenging task as he is very large. Despite Iris' best efforts, her mom sees the lion and screams, sending him off in the night. He conceals himself on a statue in the town square. When burglars break into the Town Hall, the lion holds them down until the police arrive. Everyone is amazed, except for Iris. The mayor offers the lion whatever he wants. He requests a hat. (Gr. K-3)

4. Lions

- Read fiction and nonfiction books about lions. Which did you enjoy most and why?
- Create a class book about what you learned about lions. Is your book fiction or nonfiction?

5. Fears

- Make a class list of things you (or someone you know) is afraid of. Have a secret vote. (Put your head on the table and close your eyes.) As the librarian goes down the list you made, raise your hand whenever something you fear is read. Which fear got the most votes? Why do you think that's so?
- Talk about how you can deal with these fears so they aren't so scary.

Collins, Suzanne. **Year of the Jungle**. Ill. by James Proimos. Scholastic, 2013, unpaginated. 978-0-545-42516-2

Suzy's dad reads Ogden Nash poems to her. The one she loves best is about a dragon named Custard since he is brave even though he is always afraid. “That's what makes him special.” Her father goes to Viet Nam for a year because a war is happening. Postcards arrive; she starts first grade; holidays come, and she gets a birthday card from him meant for her sister. She worries. On TV she sees a report from Viet Nam with explosions and soldiers lying unmoving on the ground. Her mom turns it off, but the girl hides in the closet and cries. Finally her dad comes home. He looks different and he sometimes stares into space. Trying to bridge the gap, she tells him their dog thought he wouldn't be returning. He says most do come back and he is home. Some things have changed, but he reads Ogden Nash to her. She still loves the one about Custard the dragon best—because he is brave even though he is scared. (Gr. K-3)

6. Absent Parent

- If one (or more) of your parents doesn't live with you or is away for a while you can understand how Suzy feels. Write her a letter explaining what you do when you miss your parent.
- If both of your parents live with you, think about how you would feel if one of them had to be away for several weeks. Write about what you would miss.

7. Poetry

- Have someone read Ogden Nash's *The Tale of Custard the Dragon* to your class. Do you agree with Suzy that being brave when you are scared makes Custard special? Why do you think Custard did what he did?
- Ogden Nash is known for his funny poems. Find humorous poems by Shel Silverstein, Edward Lear, Jane Yolen, J. Patrick Lewis and others the librarian recommends. Learn a few by heart. ▲

Find Four Women ...

For National Women's History Month, involve students in a mini-research project that even most second graders can do. On the face of it, this seems a traditional find a fact and report it back activity, but that's only the beginning. At each step, students must make decisions which can be used as the basis for developing critical thinking. The initial Essential Question is, “How do you choose who or what to research?”

First, students need to select four women in four identified categories. Use your print resources and appropriate databases to locate candidates. The websites given here will also help. Where the text is too complicated, they can pick a few listed and go to encyclopedias and other sources to follow up. Ask them why they chose the women they did. Encourage them to explore whether they had criteria or were just taking the first ones they found.

Next, students have to choose a category. What impelled their decision? Once they hear the choices their classmates made, would they change theirs? Why or why not? Finally they must identify the one woman who they think made the greatest contribution—and explain their reasoning. End the activity with one more Essential Question, “Why did so many women face challenges because they were women?” ▲

Sample Answers

- | | |
|---|---|
| 1. Scientists – Rachel Carson, Marie Curie, Rosalind Franklin, Barbara McClintock | 3. Athletes – Janet Evans, Jackie Joyner-Kersey, Ann Meyers, Wilma Rudolph |
| 2. Authors – Beverly Cleary, Ruth Krauss, Barbara Park, Andrea Davis Pinkney | 5. Leaders – Hilary Rodham Clinton, Indira Gandhi, Angela Merkel, Margaret Thatcher |

1. Scientists



2. Authors



3. Athletes



4. Leaders



5. Category of my choice



MY NUMBER ONE CHOICE

BECOME A CONTRIBUTOR

Become a contributor! Share your successful program, lesson, or unit with our readers. Are you using new technology, Web 2.0 tools and/or social networking to engage your students and have them thinking critically? Your experiences are valuable to others. You will receive a byline, mention of your district and be able to show your administrator and board you have been published in an international newsletter for practitioners in the field. Please keep in mind we accept only original material not previously published in or under consideration by another professional publication.

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Mouse Mischief: Fostering Technology Skills in Girls

by **Charlie Leckenby**

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EDITOR'S NOTE: For those of you creating digital badges, this would make an excellent one (or more).

We are confronting a challenge. As of 2007, only 17% of women in the United States graduating from college earned degrees in engineering. By 2018, according to the U.S. Department of Labor, jobs in science and engineering professions are predicted to grow faster than any other profession. The largest increases will be in engineering and computer-related fields. Women currently hold less than one-quarter of these positions (Lacey & Wright, 2009; National Science Board, 2010). As librarians are frequently expected to lead the way in technology and information literacy, having a plan for engaging students in a school-wide initiative is a must. Here is one way to reach girls through a student club evolving into jobs.

Stressing Importance of Using Technology

St. Mary's Academy (SMA) is a PK-12 private, independent Catholic school located south of Denver, CO. The high school is for girls only. At SMA, the importance of giving girls and young women a head start in the realm of STEM (Science, Technology, Engineering, and Mathematics) education has produced a unique program. From the early grades there is deliberate and widespread exposure to desktop, laptop, and tablet computing. SMA students are expected to be adept users, creators, and consumers of online information and technology.

During the 2011-2012 academic year, a group of SMA high school students took their technology education a step further and started the *Mouse Mischief* club for girls interested in working on and with computers. It quickly became apparent that SMA had an opportunity to encourage its girls to pursue technology skills beyond the club. With the guidance and sponsorship of the SMA technology teacher Tanya Komandt, *Mouse Mischief* transitioned into a campus-wide team helping with technology issues, professional development, and instruction. Over the course of a year, team positions evolved into paid summer internships. Since that time, these internships have become year-round jobs, with a 400% growth in membership.

"Mischief" Makers

The "Mischief" Makers are a part of a variety of school projects in many areas. Some projects that the SMA Mice have worked on include:

- Creating Ethernet cables and running them from start to finish
- Researching and finding new online tools for parent/teacher conferences
- Developing a visual inventory system for computer hardware

BULLETIN BOARD BONUSES

Special Months and Days

With Presidents' Day, Black History Month, and Women's History Month, you have numerous ways to spotlight your history/social studies resource and show how individuals have made a huge difference. Encourage students to contribute to the bulletin boards, making your displays an interactive always changing experience.

African American Achievers

Adopt the black, red, and green color scheme of Kwanzaa for the bulletin board. Black representing African Americans, red for the struggle, and green for hope for the future (as well as for Africa). The combination is striking and will attract attention.

Decide on a focus. You can feature African American "firsts" (find an extensive list <http://www.infoplease.com/spot/bhmfirsts.html>) or choose specific fields such as medicine, technology, literature, and art.

Attach photos of the achievers you are spotlighting along with a brief description of their accomplishment. Have construction paper in your bulletin board's color scheme available for students to add their suggestions allowing these portraits of greatness to spill out onto the surrounding walls. Display biographies and histories of African Americans to encourage reading and further research.

In Praise of Presidents

Celebrate great presidents and what they did to earn the accolade. Start with a blue background, adding portraits and information about the Presidents on red and white construction paper. Dot with white stars if you choose.

Identifying the top ten to feature can be a challenge. To guide your selection, consider going to Wikipedia's Historical Rankings of



- Creating online tutorials that can function as a faculty resource

According to Ms. Komandt, having a student-led technology assistance and instruction program like *Mouse Mischief* provides the following advantages across the Academy:

- **Administration:** Gains valuable, ongoing technology professional development at a fraction of traditional cost.
- **Teachers:** Prefer student tutorials to large-group sessions, experience less stress and pressure, can request follow-up sessions, and develop deeper connections with students.
- **Students:** Earn spending money, gain valuable experience for resumes and college applications, and develop leadership skills and confidence.

Getting Started

Ms. Komandt has the following advice for schools that might be considering a program like *Mouse Mischief*:

- Check with your administration to see if you can create skills-based paid positions. If not, an extracurricular club is an excellent alternative.
- Although one teacher sponsor is fine, it two are better. The more students who are involved, the more nitty-gritty management is necessary, such as payroll, deadlines, advertising and marketing, and purchasing.
- Offer more than just cleaning computers. Students need to be given opportunities to explore and make discoveries, and sometimes encounter obstacles, whether in the realm of programming or tracking down connectivity glitches. (How many teachers think their computer is broken when it just needs to be plugged in!)
- Provide acknowledgement and awards. For the last three years, SMA has nominated one girl for the NCWIT (National Center for Women & Information Technology) Award, and every year they have had a winner.

St. Mary's Academy is very proud that it creates opportunities for its students to explore their individual interests. As educators, the faculty has a responsibility to foster the skills necessary for success, encourage young women to pursue non-traditional STEM occupations, and provide opportunities to explore STEM topics. With *Mouse Mischief*, they have given their young women a head start toward understanding and succeeding in a world where their future jobs have yet to be created.

If you want to get a similar program started and have questions, please e-mail me. ▲

Works cited

- Lacey, T. A., & Wright, B. (2009, November). Occupational employment projections to 2018. *Monthly Labor Review*, 132(11), 82-123.
- U.S. Department of Labor. Bureau of Labor Statistics. (2009). Women in the labor force: A databook (Report 1018). Washington, DC: Author

Presidents of the United States http://en.wikipedia.org/wiki/Historical_rankings_of_Presidents_of_the_United_States. Scan down for either the Murray-Blessing 1982 poll of liberal and conservative historians or the C-SPAN poll of viewers in 1999. The first seven show up on all of them. Post portraits and brief explanations of why they are ranked so highly. If students are submitting their own nominees for the honor, have them follow the same format. They can also add ways those already featured showed their greatness as leaders.



Women Who Changed the World

As with African Americans, you have a wealth of choices in deciding how to honor great women. At the elementary level, "firsts" is an excellent way of raising awareness of how long it took for women to be accepted in many fields. For older students consider either focusing on notable contemporary achievers from Sandra Day O'Connor and Sonia Sotomayor to Oprah Winfrey or remind them of the global challenge and feature those who have made great strides internationally.

Choose a bold color scheme for the bulletin board. You can find a comprehensive list of American women at the National Women's Hall of Fame <http://www.greatwomen.org/women-of-the-hall/view-all-women> and at the History Channel's Famous Firsts in American Women's History <http://www.history.com/topics/famous-firsts-american-womens-history> among other sites. For an international perspective try 100 Most Important Women in World History from [About.com](http://womenshistory.about.com/od/biographies/a/top_100_world.htm) http://womenshistory.about.com/od/biographies/a/top_100_world.htm. ▲



Winter Highlights

by **Dawn Gans**

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February and March bring Black History and Women's History months as well as Valentines and Presidents' Days. With a full calendar, you will want to share these websites with students and teachers.

HOLIDAYS IN UNITED STATES IN 2014

Find the complete list of all U.S. holiday for the year. Use links to *Change Year*, *Change Holidays*, or *Change Countries* (for anywhere in the world). The drop down tabs at the top include: *World Clock*, *Time Zones*, *Weather*, *Sun & Moon*, *Apps & API* and *Free Fun*, each with more options. Note the tabs in light print such as *Calendar index*, *Monthly Calendar*, *Print Calendar PDF*, *Basic Calendar Creator*, and *Holidays* (observances around the world). Wow! <http://www.timeanddate.com/holidays/us>

THINKFINITY

Locate ideas, lesson plans, and type of resource that align with state and/or national standards. Go to *Resources*. On right side is a box asking for selections of grade/ grades, keyword or keywords, and subject or all subjects. All of the holidays, celebrations, biographies and more can be found here. Impressive and highly recommended. <http://www.thinkfinity.org/welcome>

WDAS HISTORY: ONE RADIO STATION'S ROLE IN THE HISTORY OF THE CIVIL RIGHTS AND PEACE MOVEMENT

One of the nation's first Black radio stations WDAS supported the black community in their struggle for civil rights through non-violent efforts, producing the radio program, *Martin Luther King Speaks* for SCLC. Very quickly, the program was heard nationwide as scores of radio stations across the U.S. aired it. The WDAS story is told through *Documents*, *Interviews*, *Gallery I* and *Gallery II* annotations, newspaper accounts of its participation in events, mostly in the Philadelphia areas. As it became a full service station it became a virtual museum featuring the entertainment segment: **Get it from the drums: A History of Civil Rights, Protest and Protest Songs of the Nineteen Sixties and Seventies** by Wynne Alexander. <http://www.wynnealexander.com/WDASHistory.html>

<http://www.wdashistory.org/7.html>

STAMP ON BLACK HISTORY

Students in the 1997 *ThinkQuest Internet Challenge* created this website to honor African Americans "who have made a difference." Scroll down the Home Page and read about how the United States Postal Service set up the commemorative stamp program. *The Alphabetical List of Stamps* and the *Stamps by Curriculum* lead to biographical sketches. U.S. Postage Stamp tells how the U.S. Postal Service selects those to be commemorated. *Stamp Collecting* describes the hobby. A must is the *Black History Tour*, the story of "a way of life developed by black people in a white society," ranging from "*African Heritage (300-1619)*" to *What Does the Future Hold for Black Americans*. Recommended for Middle grades. <http://library.thinkquest.org/2667/Stamps.htm>

History. VALENTINE'S DAY

Every February 14, in the United States many places worldwide, people exchange candy, flowers and gifts in celebration of St. Valentine's Day. Find out how the holiday and traditions got started in this multimedia website which includes *The Legend of St. Valentine*, *Origins of Valentine's Day: A Pagan Festival in February*, *Valentine's Day: A Day of Remembrance*, and *Typical Valentine's Day Greetings*. Go to *Recommended Articles for Great Romances*, *Valentine's Day Facts*, and *Valentine's Day Quotations*. <http://www.history.com/topics/valentines-day>

ChIFF.com. PRESIDENTS'DAY

Presidents' Day originally honored George Washington on February 22. Abraham Lincoln (Birthday-February 12) was later added and subsequently it was extended to include all presidents. The briefly annotated websites on Presidents are all recommended. One of my favorites is: **PRESIDENTS OF THE UNITED STATES**. Following the list of sites, be sure to browse *Presidents Day Lesson Plans & Teacher Resources*. Also click on *President's Day Teacher Resources* for TEACHER VISION, A multi-media website featuring *Educational Videos*; *Printables*, *Lesson Plans*; *Literature*, *Art*, *Music*, *Drama*, & *Math*, *Activities for Presidents' Day*; *Presidents' Day Activities for Language Arts & U.S. History*; *Government Resources for President's Day*; *President's Day Biographies*, AND *Additional Resources for Presidents' Day...* approximately 100 links. http://www.chiff.com/home_life/holiday/presidents-day.htm

The White House. ABRAHAM LINCOLN

This is a brief biography of the 16th president taken from The Presidents of the United States of America website. Lincoln's Birthday was recognized along with George Washington's when the celebrations became a Federal holiday. <http://www.whitehouse.gov/about/presidents/abrahamlincoln>

Miller Center. AMERICAN PRESIDENT: A REFERENCE RESOURCE

The Center, "a nonpartisan affiliate of the University of Virginia specializes in presidential scholarship, public policy, and political history, striving to apply the lessons of history to the nation's most pressing contemporary governance challenges." In depth information on each administration is under *U.S. Presidents* with (*Recordings Program*/secret tapes; *Oral Histories*, video and audio *Speech Archive*); *Image Gallery*/photographs/pictures and *Presidential Classrooms* with lesson plans and exhibits for students of all ages). Much more is here. Make sure to check *U.S. Policy*. Highly recommended! <http://millercenter.org/president>

About.com. ISSUES AND EVENTS IN WOMEN'S HISTORY

Includes the Notable Women site with hundreds of biographies of notable women-- some famous, some not well known --women who have made a difference in the world. Look under the major headings to locate: *Women's History Calendar and Timelines*; *Issues in American History*; *African American Women's History*; *Women's Work*; *Women and War*; *Women and Social Work*; and *Myths of Women's History*. http://womenshistory.about.com/od/essentials/w/womens_history_issues_events.htm

USA TODAY, March 23, 2013. AN AMERICAN ROLE - REVERSAL: WOMEN THE NEW BREAD WINNERS

The article focuses on an analysis of Census Bureau data revealing a revolution in traditional roles. Read about the reversal of men and women's roles from 1976 on. Note the changes in educational levels, the labor forces, the economy and the roles of women in the households. See the illustrated facts /charts that illustrate the role reversals in families. <http://www.usatoday.com/story/news/nation/2013/03/24/female-breadwinners/2015559>

COMMERCE DEPARTMENT RELEASES REPORT ON WOMEN OWNED BUSINESS IN THE 21ST CENTURY

The report of the 2010 Commerce's Economics and Statistics Administration (ESA) looks at trends in women-owned businesses from the late 1990s through 2007. Read the report in its entirety or just the Executive Summary. It documents the changes over time, explore disparities in the characteristics of businesses owned by women compared to men and discusses those differences. <http://www.commerce.gov/blog/2010/10/04/commerce-department-releases-report-women-owned-businesses-21st-century>

Texas Tech University. WOMEN'S STUDIES DEPARTMENT: WOMEN'S HISTORY MONTH

Learn about the *Emergence of Women's History*; *History of National Women's History Month*; *Women of Black History* (February). Note the links on *Women of Color*; Find information on the Asian Pacific American Heritage, Hispanic & Latina Women's History and American Indian Heritage Months continuing down the page to *Resources* with three links: *Chronology of Black History* (filled with information and links to *People and Groups*, *Themes, Events, and Related Topics* followed by *Origins of Black History*, and more), *Presidential Proclamation* (National African American History Month), and "*Standing on My Sisters' Shoulders*" (an award-winning documentary about courageous women in Mississippi during the Civil Rights Movement. Check out www.sisters-shoulders.org for additional information). And there's more. See the right hand side for *Campus & Featured Events*, *Movements*, *Quotes*, *Resources*, and *Other Links*. Packed full of links to a wide variety of information. http://www.depts.ttu.edu/wstudies/events_womenshistory.php

THE FEMALE FACTOR - Series-International Herald Tribune

A series of articles reported by the *New York Times*, examining the most recent shifts in women's power, prominence and impact on societies around the world, and trying to measure the influence of women on early 21st century development. These featured articles cover from January 2010 through September 2013 with new ones being added. They show how the responsibilities/ challenges of today's society affect/change in the younger generations' roles personally, economically, educationally, politically, sexually in the United States and around the world. http://topics.nytimes.com/top/news/world/series/the_female_factor

TEACHING WITH DOCUMENTS; WOMAN SUFFRAGE AND THE 19TH AMENDMENT—FAILURE IS IMPOSSIBLE

In 1995 the original production of "Failure is Impossible" was presented. It celebrated the 75th anniversary of the 19th amendment bringing the facts and the emotions of the momentous struggle for voting rights. The script draws from the archival records personal letters, Congressional records, newspaper editorial and articles, diaries and memoirs, stories told through the voices of Abigail Adams, Elizabeth Cady Stanton, Frederick Douglass, Susan B. Anthony, Sojourner Truth, Frances Gage, Clara Barton, and Carrie Chapman Catt, among others. These theatrical and live presentation techniques were used to heighten public awareness and understanding of historic events. Time and again these presentations have demonstrated the effectiveness of using dramatic interpretation as an educational tool for bringing history to life "Read the Script. Consider a dramatization for student participation. On the left find *Lessons by Era* (1754-present) with *Worksheets* and *More Lesson Plan Resources*. (Be sure to click on *Docs Teach* to find themed pages to teach; AND *Primary Source Research & Classroom Resources*. On right side locate *Lesson Resources* and *Related Lesson Pages* — all resources and lesson plans containing multiple links. Recommended! <http://www.archives.gov/education/lessons/woman-suffrage/script-intro.html>

WOMEN OF NASA

Designed to encourage young women to pursue careers in Science, Technology, Engineering and Math (STEM) this is a biographical site with a twist that makes it well worth visiting. Each woman gives a profile of herself and her job and holds interviews where students can ask questions. This site is amazing and certainly does encourage young girls to become involved. Begin by reading *About NASA* first. Each link encourages and describes different programs and facets about the program. If you follow the links and are interested in a Space career plus a strong interest and aptitude in STEM, look at *A21*, *NASA Girls*, and *Outreach*. ▲ <http://women.nasa.gov>

NOTE: Sites are in Bold Caps Underlined Italicized Words refer to Pages/Links within the Web Site

Underlined words are Titles/heading Sites were last visited November 2013 Before using with students, always check!

BULLETIN BOARD

I Love ...

In the spirit of Valentine's Day, celebrate the passion readers have for their favorite genres. Add to the ones illustrated here. Delete any which aren't favorites of your students. No books are featured here, so have students (and teachers) attach pink or white hearts with their favorite authors and titles. (You can use other shapes if your male students don't want to use a heart.) Set up separate displays of all highlighted genres.

Materials

- Pink and red construction paper
- White and pink paper
- Black marker
- Clip art illustrating genres
- Scissors
- Stapler/staples

Directions

1. Cover the bulletin board with pink construction paper.
2. Cut out a large heart from red construction paper and print the "Love..." in the middle. Staple it to the center of the bulletin board.
3. Write a large "I" above it with black marker or cut the letter from black construction paper.
4. Print out the genres (or write them) onto pink or white paper, cut into rectangles (or other shapes) and outline with black marker.
5. Pair the genres with the selected clip art and staple them around the bulletin board.
6. Add small hearts if desired.
7. Set up the displays. ▲

