

Anthropology Replication Information and Tables of Content

Exploring Cultures: A Gateway to Information Literacy in High Schools

2003-2004

Deana Beecher

dbeecher@msddecatur.k12.in.us

1. Description of Primary Learners: High School Anthropology students.

- | | | | |
|--------------------------|------------------|--------------------------|-------------------|
| <input type="checkbox"/> | Early Learners | x | High Schools |
| <input type="checkbox"/> | Primary Schools | <input type="checkbox"/> | Young Adults |
| <input type="checkbox"/> | Upper Elementary | <input type="checkbox"/> | Adult Learners |
| <input type="checkbox"/> | Middle Schools | <input type="checkbox"/> | Intergenerational |

2. Subject/Topical Areas of Inquiry: Cultural Anthropology

- | | | | |
|--------------------------|----------------------|--------------------------|--------------------|
| <input type="checkbox"/> | Science/Technology | <input type="checkbox"/> | Daily Life Skills |
| x | Social Sciences | <input type="checkbox"/> | Business/Economics |
| <input type="checkbox"/> | Arts/Humanities | <input type="checkbox"/> | Local Community |
| <input type="checkbox"/> | Personal Development | <input type="checkbox"/> | Home, Garden, Auto |

3. Library Resources/Media Formats Used: See Below

- | | | | |
|---|------------------|--------------------------|----------------------|
| x | Reference Books | x | Databases |
| x | Periodicals | x | Collections |
| x | Web Sites | <input type="checkbox"/> | Videos, Art Forms |
| x | Production Tools | x | Production Equipment |

Exploring Cultures: A Gateway to Information Literacy in High Schools

Program Description: The study of Cultural Anthropology is rare in a high school setting, but can be a rewarding and valuable experience for both the guides and the learners. The adventure begins by setting a learning context through a foot binding and ear stretching activity. This attention grabbing exercise will act as a springboard for the students in their exploration of other cultures as well as their own.

The experience includes self and society examination, experience in research of a wide variety of cultures around the world, group discussion, collaboration with team members, presentation of data, manipulation of production tools and equipment, and use of technology.

The experience concludes with a public display of information in order to teach populations outside of the classroom what is learned during the unit. A verbal explanation is also given to further enhance the display. This “knowledge product” will enable the learners to demonstrate proficiency with the real world application.

Program Benefits: This program enables learners to gain insight into cultures other than their own. The program allows learners to go beyond the regurgitation phase of learning to a real, authentic learning process.

The Roles the Librarian Plays (check all that apply):

- X Information Specialist
- X Instructor in Information Literacy/Inquiry Skills
- X Partner to Teachers/Instructors/Subject Experts
- X Program Advocate and Administrator

Exploring Cultures: A Gateway to Information Literacy in High Schools
(Program Title)

LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	<p>Students will understand how culture (learning behaviors, beliefs, attitudes, values, and ideals) are expressed in American society versus others of the world.</p> <p>Students will have a greater understanding of the impact that body mutilation has on themselves and society.</p> <p>Students will know how to access information in a variety of formats.</p> <p>Students will understand the difference between valid information, and useless information.</p> <p>Student will know how to create a presentation utilizing Micro Soft PowerPoint.</p>	<p>IS4: Personal interests IS2: Evaluate information critically/competently IS3: Use information accurately/creatively</p>
Practices	<p>Student will access information in a variety of formats.</p> <p>Students will analyze data from a variety of sources, distinguishing valid data versus information that is unusable.</p> <p>Students will create a display case in the DCHS hallway, and at the local public library that expresses their knowledge of cultural traits and <u>why</u> cultures alter their bodies.</p> <p>Students will present information via a PowerPoint presentation to their peers.</p>	<p>IS1 Access Information efficiently/effectively IS8: Ethical behavior in regard to info and technology IS5: Creative expressions IS9: Collaboration with others IS6: Knowledge generation/Independent Learning</p>
States of Being	<p>Student will be confident in accessing information from a variety of sources.</p> <p>Students will feel more accepting of themselves and others after discovering what and why cultural differences exist around the world.</p>	<p>IS7: Importance of information in democratic society IS9: Collaboration with others</p>

These objectives correlate with established State standards.

TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow as they replicate the program.

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4.0 Instructional Frame

Use this table as a guide as you go through the project.

Day/Class Session	<u>Activity Title</u> (If more than one per day/session, follow the numbered order)	Instructional Guide Location	Learner Material Location
1,2	<ol style="list-style-type: none"> 1. Foot binding Exercise 2. Cultural Literacy "Test" 3. Foot binding Reading and Brainstorming 	<p>4.1</p> <p>4.2</p> <p>4.3</p>	<p>N/A</p> <p>5.1</p> <p>5.2</p>
3,4	<ol style="list-style-type: none"> 1. Piercing Cartoon 2. Adornment Interview Assignment 	<p>4.4</p> <p>4.4</p>	<p>5.4</p> <p>5.3</p>
5	Choosing Cultures/Research	4.5	5.5
6,7	Scheduled Research Time in Media Center	N/A	5.5
8	Adornment Interview Assignment Round Table	4.4	N/A
9	Research Field Trip to IUPUI (Optional)	4.6	N/A
10,11,12	Scheduled Research Time in Media Center	N/A	5.5
13,14,15	Oral PowerPoint Presentations	4.7	5.5
16,17	Reflection	4.8	N/A
18	Knowledge Product/Final Display	4.9	5.6
19,20,21	Students work on Knowledge Products	N/A	N/A
22	Knowledge Products Due	N/A	N/A

Instructional Guide 4.1 Foot Binding/Ear Stretching Exercise

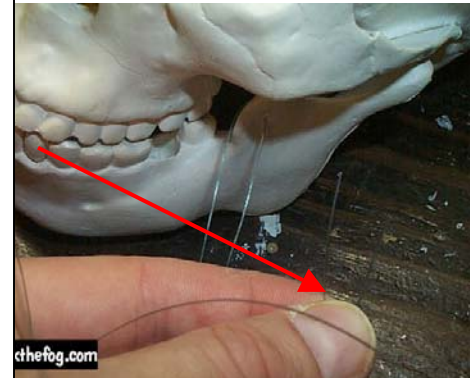
Use this activity as a hook on **Day 1**. It's an excellent precursor to the Cultural Literacy "Test", (4.2) and the Foot Binding Reading and Brainstorming time, (4.3), which are also executed on Day 1, (and Day 2).

Instructions:

- Place 2-5 fishing weights on each 1.5 foot piece of fishing line and tie each end of the line together.
- Distribute the ace bandages and fishing line with weights to students.
- Instruct students with an ace bandage to remove one shoe.
- Instruct students with ace bandages to tightly wrap their foot to the point of discomfort.
- Instruct students with fishing line to carefully hang it on one of their earrings, or off of the ear itself.
- Explore reasons why they might be participating in the exercise. Talk with students about how they would feel if they were forced to do such activities all of the time.
- Allow students to swap materials.



Ace Bandage



Fishing Line



Assorted Fishing Weights

Pictures are provided of all materials used for this exercise.

Materials Needed:

- Ace Bandage (one for every other student)
- Fishing line (approximately 1.5 feet per student)
- Assorted weights used in fishing

4.2 Instructional Guide

Cultural Literacy "Test"

This document (See 5.1) was designed to administer to the students at the beginning of the unit, after the Foot Binding/Ear Stretching Activity. It will be interesting to note the prior knowledge of the students. *There is no need to record a grade for this activity.* Just like the Foot Binding/Ear Stretching Activity, this will be another nice lead in to the Brainstorming time.

On the surface this seems to be a relatively easy literacy test with ten questions that all have an answer that would fit mainstream American culture i.e. Folk hero who stole from the rich and gave to the poor - Robin Hood. However, unbeknownst to the students the literacy test is actually testing their literacy of Slovak culture. Inevitably students "fail" this test miserably. Each time I have given the test it has been the rare student who has inquired prior "What culture is it?"

In the World History class the test is utilized when we first begin studying the history of a non-European region to introduce the students to the idea that the assumptions they have living in a Western society do not always hold true in other regions of the world. In American history, the cultural literacy test has been used to illustrate how literacy tests have been used as a means to discriminate throughout US history, whether to "prove" how recent immigrant groups were inferior to "old-comers" or to prevent African-Americans from voting. Student's experience first hand how cultural literacy tests can be and have been used as a discriminatory measure.

Slovak answers to the test

- 1) Vaclav Havel -- Slovaks regard their revolution as the fall of communism. Vaclav Havel was the first post-communist President of the former Czechoslovakia.
- 2) Janosik -- Slovak folk hero who stole from rich Hungarian aristocrats and gave to the poor Slovak peasants
- 3) Fish -- consistent with Christian symbol
- 4) 90% + -- a relic of the communist era when communist leaders destroyed large segments of cities, confiscated most private property and built massive apartment complexes owned by the state
- 5) Lunch
- 6) Boys throw water on girls and mockingly whip them.
- 7) Polka
- 8) Less than 5% -- daycare is virtually non-existent in Slovakia
- 9) Some form of Liquor
Coffee or Tea
- 10) Doctors and Teachers -- because most Doctors are still paid by the state as are teachers their salaries have remained at socialist period wages while individuals working in the new capitalistic economy earn the most.

4.3 Foot Binding Reading and Brainstorming Session

The foot binding **reading** (see 5.2) should be done right after the Cultural Literacy “Test”. After the students read, they will have a better understanding of why and how the Chinese culture practices foot binding.

Brainstorming Session – Begin on Day 1 and continue during Day 2

At this point, ask the students what type of body alteration/adornments are practiced here in America. Begin brainstorming all of the ways Americans alter and adorn their bodies for the sake of social acceptance. It will be helpful to have a student at the board writing as the students voice their ideas.

As the board fills, take some time to explore **why** we alter our bodies. It is likely you may run out of time, so consider allowing time the following day to continue the discussion. You may also find students will be in disagreement regarding the ethical issues surrounding this topic. That’s not a bad thing but do your best to keep them focused.

4.4 Piercing Cartoon Discussion and Adornment Interview Assignment Days 3 and 4

Piercing Cartoon:

Distribute the Piercing Cartoon (see 5.4) and talk about the discussion question below:

1. *Is this cartoon simply funny or is it making serious social statements?*
2. *What is it implying about body piercing and/or teenagers?*

Adornment Interview Assignment:

This activity is designed to allow students to gain perspective from others, including their own peers, and those outside of their age group. Allow approximately 3 days for students to conduct the interviews. See 5.3 for the assignment sheet.

The students will be required to discuss their findings in a round table setting during class time. * Simply turning in a one-page report will not suffice.

*The round table discussion should take place on Day 8, (See Instructional Frame).

4.5 Choosing Cultures/Research

Below is the list of countries from which the students choose. The media specialist and teacher generated the list. Feel free to modify.

Country assignments:

Borneo

China

Alaska

India

Pakistan

Egypt

Zaire

Saudi Arabia

Iran

Samoa

Kenya

Chad

Tanzania

The students were given a handout (see 5.5) with specific instructions, in addition to website suggestions. The students may utilize the media center during class time, before and after school, and during their lunch period in order to complete the required research. If you plan to allow students class time to research, (and I recommend you do) then do not forget to schedule time in the media center. Both the content teacher and the LMS should be available as students utilize the media center for research.

4.6 Research Field Trip to IUPUI

This is optional.

The DCHS Media Center was limited in the amount of print material the students could use to research the cultures of the listed countries. For this reason, arrangements were made to take a class field trip to IUPUI University Library, where the Anthropology director gave a tour of the library and directed the students to additional resources. Students were allowed to check out items from the IUPUI library to use during the course of the unit. It is understandable that a field trip is not always feasible. Other options include, but are not limited to, the following:

- Arrange a distance-learning event with the distance learning coordinator,
- Contact the local public library to inquire what resources are available
- Seek guest speakers willing to come to your classroom to talk with your students.

If you **are** able to take students on a field trip to a university library, remember to:

- Obtain permission from your administrator
- Complete necessary forms in a timely manner
- Create a form and an informative letter to send home with students for parents to sign (follow whatever policy is in place at your facility)
- Make arrangements with the university library your choose, locating a contact person preferably in the field of Cultural Anthropology
- Contact the university library circulation desk to let them know of your plans and needs, asking for their cooperation and assistance

4.7 Oral PowerPoint Presentation

Day 13, 14, 15*

This will serve as the “Information Product”. The students will organize their research and present it to the class via a PowerPoint Presentation. **See file 5.5 for the written assignment for the students.**

- The 8-10 slide presentation should answer the following question: **How do people alter/adorn their bodies and for what purpose do they do so?**
- Inform your students what day he or she will present to the class.
- **You will need to reserve a laptop and LCD projector from the media center for the days the students present to one another.**
- Consider inviting your administrator to class during some of the presentations to keep him or her abreast of your progress.
- Use a rubric to grade the presentations.
- Remind students about any policies in your building regarding plagiarism, and computer tampering, etc.
- LMS should review bibliography pages with students, as well as teach a mini-lesson to those students lacking PowerPoint experience.

***It took 3 days for 12 students to present their information to the class. Time was allowed for questions/comments after each student presentation.**

4.8 Reflection

This is the time to gather everyone together and compare/contrast the data they have collected throughout the unit.

Each student has done the following:

- Conducted several interviews
- Researched a country's culture
- Presented to their classmates the information via a PowerPoint slide show
- Participated in open discussions regarding American culture, as well as many others.

Now students may see similarities between different cultures as well the obvious differences. Students may also note errors in their classmates' research, or even discover they have a change of attitude regarding a certain culture. This is the time for students to reflect upon the ideas and discoveries throughout the unit. The students will share these discoveries and ideas to the public as their "Knowledge Product", (See 4.9).

4.9 Knowledge Product/Final Display

This takes place after the **Reflection** time, (see 4.8).

Students will work together and combine their information to create a display that demonstrates their knowledge about **why** and **how** different cultures alter their bodies. The number of groups formulated by the students is dependent upon how many display cases are available to you.

Arrangements to use display cases within your building should be made during the planning stages with your administrator. If you wish to use a display case at the public library, reserve the space **several months in advance**. A rubric is provided, (see 5.6).

Note that the LMS and teacher may wish to create their own rubric. This is perfectly fine! This particular rubric is located on the World Wide Web, (see URL http://www.saskschools.ca/~aboriginal_res/evaluation/disrub.htm). If the teacher and LMS decide to create their own rubric, this should take place during the planning stages, (see 6.3).

The students may use the resources in the media center to create their group display. These items include:

- Color printer
- Scissors
- Markers
- Laminator
- Letter punch-out machine
- Waxing machine
- Distance Learning Room (located in the media center)
- String
- Glue
- Computer
- Construction paper

All of these items are available for student use in the DCHS Media Center. It's perfectly acceptable to require students to supply certain items such as paper, markers, glue, and scissors.

TOOL KIT 2: LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program.

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The Learners' Materials are listed, in order of use:

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2. Foot Binding Reading	5.2
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4. Piercing Cartoon	5.4
5. Anthropology Research Assignment	5.5
6. Knowledge Product/Final Product	5.6

5.1 Cultural Literacy "Test"

Answer the questions below. Use the space underneath each question to PRINT your answer. Turn paper over when finished.

1. Name the first president of the revolution.
2. Who is the folk hero who stole from the rich and gave to the poor?
3. What is the most common food consumed for the Christmas holiday?
4. Approximate the percentage of people who live in public housing in cities.
_____ %
5. What is the most important meal of the day in which the most food is consumed?
6. Name the most common ritual for children to celebrate the Easter holiday.
7. On average, what is the most common dancing style?
8. What is the approximate percentage of children in day care before school age?
_____ %
9. Name the most common drink offered to a guest in A) a professional situation, and B) one's own home.
A) _____ B) _____
10. On average, what two professions offer the least amount of pay?

5.2 Foot Binding Reading

The Cultural Body: Alterations

For a thousand years the Chinese have viewed the sculpted female foot as a mark of beauty. When a girl attained the age of five or six, mother and aunts began the process of folding back and taping her toes under the soles of her feet. This would be repeated throughout her girlhood, causing her considerable discomfort. Her big toes, which she needed for maintaining balance when walking, were left untouched. As her feet grew, they pushed against the tight bandages until the heels and toes nearly met. Deformed ankles, constant infections, and limited mobility resulted.



99. Women with bound feet

c. 1890

China

Photograph courtesy of the Herbert Hoover Presidential Library, West Branch, Iowa.



100. X-ray of bound feet

Photograph courtesy of National Museum of Health and Medicine, Washington, D.C.

The best-shaped feet were tiny--no more than three inches long--and were referred to as "golden lotuses." They were considered a woman's most desirable feature; without the lotus foot, most aristocratic Chinese women were unmarriageable. The bound foot was intensely erotic to Chinese men. A bound-foot wife was also a symbol of a man's wealth and status, as evidence that he could support an idle woman. Foot binding was officially forbidden in the late nineteenth century by China's Manchu emperors, but the practice continued into the early twentieth century.

5.3 Adornment Interview Assignment

Interviews:

- at least three of your American peers with body adornment/alterations,
- at least three of your American peers without body adornment/alterations³
- two Americans outside of your generation with body adornment/alterations
- two Americans outside of your generations without body adornment/alterations

You must find out why Americans chose to alter their bodies and how those who don't feel about those who do. You need to find out the cultural implications (what these adornments "say" about American culture/people) of such actions/beliefs.

Write a one-page synopsis of your results. Be prepared to discuss your findings during a round table discussion in class.

Attach your interview transcripts/notes to your paper.

5.4 Piercing Cartoon

Is this cartoon simply funny or is it making serious social statements? What is it implying about body piercing and/or teenagers?



ANTHROPOLOGY Research Assignment!

Anthropology Research Assignment:

You will be researching the body alteration / adornment practices of one of the following countries. **(Please see me to sign up for a country.)** Using your research you will create an 8-10 slide PowerPoint presentation to use in teaching your classmates about your tribe. We will use this information to compare and contrast these different cultures and, ultimately, create two display cases teaching the public about the reasons for body alteration / adornment in these nations as well as the U.S.

REMEMBER TO ANSWER THIS QUESTION:

How do people alter/adorn their bodies and for what purpose do they do so?

ALSO REMEMBER TO CREATE A WORKS CITED SLIDE ON FOR YOU POWERPOINT PRESENTATION!

Country assignments:

Borneo

China

Alaska

India

Pakistan

Egypt

Zaire

Saudi Arabia

Iran

Samoa

Kenya

Chad

Tanzania

****Remember that it is school policy that if you are seen or it is later revealed that you were e-mailing or on a webpage that is not appropriate to your topic you automatically loose your computer privileges for all of your classes for THE REST OF THE YEAR!****

The following webpages are listed to help you in your search. You don't have to limit

your research to these pages but these are good places to begin.

<http://www.nationalgeographic.com/tattoos/index.html>

[Ancient Marks](#)

<http://www.chrisrainier.com/Book.asp>

Chris Rainier's newest book, a look at tribal tattoos and scarification, will be published in 2001.

[Bodies of Cultures](#)

<http://www.upenn.edu/museum/>

[Exhibits/bodmodintro.html](#)T

People around the world have been piercing, tattooing, and painting their bodies for ages, as this University of Pennsylvania Museum site demonstrates through articles and photos.

[Body Art: Marks of Identity](#)

<http://www.amnh.org/exhibitions/>

[bodyart/](#)

Take a virtual tour of the American Museum of Natural History's body art exhibit.

[Cultures On The Edge](#)

<http://www.culturesontheedge.com/>

This online magazine has features on African ceremonies, a Bolivian mining town, and more.

<http://www.ethnicarts.org/bodyarts/>

<http://www.crossroads.wild.net.au/mutate.htm>

<http://www.molokosynthemesc.com/links.exe?cmd=browse&i=21>

<http://www.molokosynthemesc.com/links.exe?cmd=browse&i=19>

<http://www.uihealthcare.com/depts/medmuseum/wallexhibits/body/cultural.html>

reLated LINKs

<http://www.mnsu.edu/emuseum/cultural/>

<http://www.iupui.edu/~anthpm/links.html#web>- links/search

<http://www.usc.edu/dept/elab/urlist/index.html> -links/search

<http://home.att.net/~geographyclassroom/culturalgeography.html>- Great links!

NEW STUFF! -- If you find a really good site that would benefit the class or that you would like to continually return to tell me and I'll post it here.

http://www.metal-tiger.com/Wu_Tang_PCA/tattoo.html

5.6 Final Product

It's time to teach what you know. You will do this by working together in small groups to create a display cases for public viewing.

Your display will demonstrate your knowledge about how, and why different cultures alter their bodies. You will also include the information about your specific country culture. Be prepared to verbally explain your display (you will be video taped) and the rational behind why you included certain items, and information. Your grade will be based upon the rubric provided.

Level	Description
4	<ul style="list-style-type: none">• Display contains detailed information and goes beyond requirements• Display is organized, neat and catches the eye of the audience• Display is very well researched and informative
3	<ul style="list-style-type: none">• Display contains the required items• Display is attractive and most items catch the eye of the audience• There is evidence of research and informative display
2	<ul style="list-style-type: none">• Display contains less than the required items• Display somewhat organized but does not catch the eye of the audience• Very little evidence of research and not very informative
1	<ul style="list-style-type: none">• Display contents have little to do with the topic• Display is not organized and does not catch the eye of the audience• No evidence of research

Rubric location: http://www.saskschools.ca/~aboriginal_res/evaluation/disrub.htm

TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

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This Instructional Guide contains these components, in order of use:

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3. Project Timeline and Critical Logistics	6.3
4. Measurement Guidelines	6.4
5. Project Resources with Budget	6.5

6.1 Program and Advocacy Tools

1. Research the benefits of LMS and classroom teacher collaborations. I recommend using a database such as EBSCO. If you live in Indiana, this is free to you on www.inspire.net.
2. Approach an administrator to discuss your goals, share your research findings, and your intent to collaborate with a classroom teacher using a new method of teaching. Discuss the KM WaveSM
3. Decide upon what teacher to approach. Ask your administrator for suggestions. Consider choosing someone who will be receptive to a new style of teaching, and teaming with the LMS.
4. Invite the teacher to have a conversation with you about working together on a unit of study. Talk with him/her about the KM WaveSM teaching model and how you feel it would benefit the students. Establish meeting times to plan and organize together.
5. Meet as often as necessary to create objectives for the unit, and plan for materials needed during the unit. It is also a great time to create pre and post evaluation tools.
6. Acquire the needed materials: Ace Bandages, fishing wire, fishing sinkers, pair of authentic Chinese shoes for women (available through IMCPL if in Marion County)
HINT: *These items need not be purchased! Borrow them from the school athletic director, and/or someone who loves fishing! (see 6.5 for price of items)*
7. Finalize calendar in order to....
8. ...reserve the display cases at the public library, and any other venue willing to have the students “teach” what they have learned in the unit, arrange for any field trips or distance learning events.

6.2 Partner Roles and Descriptions

Administrator:

- A guide for the media specialist
- An advocate of authentic learning
- Promoter of the school media center program and teacher/LMS partnerships
- Liaison between LMS/teacher and the district

Teacher:

- Content expert
- Teammate with the LMS
- Guide for the students
- Organize field trip with Administrator (when applicable)
- Assist in obtaining/organizing materials needed

Library Media Specialist:

- Information Literacy Expert
- Teammate with teacher
- Guide for the students
- Organize Distance Learning events with DL Coordinator (when applicable)
- Obtain/organize materials needed
- A-V expert

6.4 Measurement Guidelines

It is up to the teacher, and LMS (with guidance from the administrator) to determine how learning is measured. The decision should be made early in the planning process. One of the easiest methods is the pre and post survey. It was very helpful to me when I introduced to my collaborating teacher the KM WaveSM Teaching Model. I have included the survey, (see 6.41) used during that process. The survey was also used when presenting to the Social Studies Department, as well as the 25 teachers who participated in the workshop during the DCHS Professional Day on the KM WaveSM Teaching Model.

Rubrics were also used during the unit to determine a grade for the Anthropology Research Assignment, (see 5.5) and the Final Product, (see 5.6)

**Knowledge-Management Wave Teaching Model
Post Survey**

Now that you have implemented the Knowledge-Management Wave Teaching Model with a specific group, please take a moment to reflect and answer the questions below.

1. How do you rate your knowledge of the KM WaveSM prior to hearing a presentation of the teaching model?

- I was very familiar with the KM WaveSM.
- I had heard of the KM WaveSM.
- The KM WaveSM was completely new to me.

2. How do you rate your knowledge of the KM WaveSM now that the project is complete?

- I am ready to share my knowledge of the KM WaveSM with others.
- I am very familiar with the KM WaveSM.
- I am unclear about one or two aspects of the KM WaveSM.
- I am unclear about many of the aspects of the KM WaveSM.
- I just don't get it!

3. The KM WaveSM outlines concepts, products, and activities that can be used in a Library Learning Experience. Which of the components of the KM WaveSM have you used in your teaching experiences? (The components are listed below. Circle all that apply.)

- | | |
|------------------------------------|---|
| 1. Determining learning objectives | 5. Information products |
| 2. Developing meaningful context | 6. Critique and reflection |
| 3. Provocative assignments | 7. Applied knowledge products |
| 4. Presenting research methods | 8. Outcomes and evidence-based evaluation |

4. How comfortable were you collaborating with the Media Specialist for this project?

- Completely comfortable
- Somewhat comfortable
- Hesitant, yet hopeful
- Uncomfortable

5. How comfortable are you with collaborating with the Media Specialist on future projects.

- Completely comfortable
- Somewhat comfortable

___ Hesitant, yet hopeful
___ Uncomfortable

6. Please rate your overall experience with the KM WaveSM Teaching Model, and collaborations with the Library Media Specialist.

1 = negative experience, will never participate again - 10 = positive experience, let's do it again soon!

1 2 3 4 5 6 7 8 9 10

7. Please feel free to write additional comments below. Thank you.

6.5 Project Resources and Budget

Resources:

- Print material housed in DCHS Media Center
- Internet
- IUPUI University Library
- Cultural Anthropology Teacher (IUPUI)
- Databases (Indianapolis-Marion County Public Library)

Material Budget:

Fishing Line	700 ft = \$1.74
Fishing Weights	14 count = \$0.97
Ace Bandage	1 count = \$3.18
Authentic Chinese Shoes	Free through IMCPL
A-V Equipment*	See note below
Total Materials	\$25.94

Transportation Budget:

Bus Driver	\$15.00/hr* = \$90.00
Bus	\$1.50/mile* = \$15.00
Total Transportation	\$105.00

Total Budget = \$130.94

The materials listed above were not purchased for this lesson. All items were borrowed. However, if this is not possible for you, I have included the prices you will find at any Wal-Mart Super Center. I do recommend attempting to find people willing to loan items. The fishing line, and weights were borrowed from a fellow teacher, and I acquired 15 Ace Bandages from the school Athletic Director! The pair of Chinese shoes was borrowed from the Indianapolis-Marion County Public Library with the help of Kris Gould.

The transportation budget will depend upon your institution. The prices listed are for MSD of Decatur Township.

*All A-V equipment used for this unit is owned by Decatur Central High School and housed in the DCHS Media Center. If you do not have equipment such as computers, LCD Projector, laminators, etc. you may inquire at your public library for assistance. Most public libraries have meeting spaces available as well. Utilizing your public library is a great way to allow students to see how libraries can be useful to them beyond high school.