

ON LINE REPLICATION KIT FORMAT



Travel Back in Time: Creating Sightseeing Brochures for Indiana Historical Sites

2005

Lara Moore and MSD of Perry Township

Dana DeHart and MSD of Perry Township

ldmoore@msdpt.k12.in.us

1. Description of Primary Learners (i.e., age, grade, prerequisite skills, interests): Jeremiah Gray-Edison Elementary Fourth Graders

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

2. Subject/Topical Areas of Inquiry: Indiana History Event

- | | |
|-----------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Science/Technology | <input type="checkbox"/> Daily Life Skills |
| <input checked="" type="checkbox"/> 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: A wealth of resources

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

ON LINE REPLICATION KIT FORMAT

Travel Back in Time: Creating Sightseeing Brochures for Indiana Historical Sites

Program Description: There is a lack of materials and lesson plans for fourth graders, who study Indiana all year. This collaborative experience with a teacher and media specialist addresses this curriculum need. The two-week experience, consisting of ten school days with one 45-minute period each day, begins with students selecting an Indiana historical site and researching it using primary and secondary resources. Then they make a professional brochure to share about an actual Indiana historical event. The brochure highlights the importance of the site and beckons visitors. Finally, the experience concludes with a brochure display celebration where students will share their work with other fourth graders, during which the fourth graders will demonstrate proficiency with the real-world application. The students loved this experience! I can recommend this program to every Indiana fourth grade teacher and librarian. The results were tremendous, and everyone was thrilled!

Program Benefits: This program enables learners to immerse themselves in quality research to create a real-world project about an Indiana history event. Past participants have valued the program because it offered a real-world learning situation with a professional knowledge product.

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

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

ON LINE REPLICATION KIT FORMAT

Travel Back in Time: Creating Sightseeing Brochures for Indiana Historical Sites

LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension Objectives	Content Objectives	Information Literacy
Concepts	<p>Students will understand the importance of sources (primary and secondary), quality work, and their contribution to travel in Indiana.</p> <p>Students will know which sources to use first.</p>	<p>Students will know which resources to use first in order to quickly and competently retrieve relevant information.</p>
Practices	<p>Students will be able to define a primary and a secondary source, and which sources are authoritative. *4.1.15</p> <p>They will identify a historical event of interest to them.</p>	<p>Evaluating information critically and competently.</p>
States of Being	<p>Students will complete the project with increased confidence in writing, researching, and producing real-life projects.</p> <p>They will recognize the value of their work.</p> <p>They will be inspired to share history with others.</p>	<p>Students will complete the project with increased confidence in writing, researching, and producing real-life projects.</p> <p>They will recognize the value of their work.</p> <p>They will be inspired to share history with others.</p>

These objectives correlate with established State standards.

ON LINE REPLICATION KIT FORMAT

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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2.	Day 1: Filling Out the Pre-Questionnaire	4.2
3.	Day 2: Introduce Topic, Show Samples, Make Rubric	4.3
4.	Days 3, 4, and 5: Begin Research and Brochures	4.4
5.	Days 6 and 7: Self- and Peer-Critique	4.5
6.	Day 8: Students Showcase Brochures	4.6
7.	Day 9: Filling Out the Post-Questionnaire	4.7
8.	Day 10: Customer Satisfaction Survey	4.8

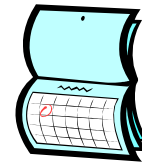
4.1: Instructional Guide

Preparations



1. Leading Edge Librarian/information expert (LEL) and partner (in this case the partner was a fourth grade teacher) will meet and brainstorm dates, times, and any special adaptations.
2. LEL will check availability of computers and printers, internet resources, books, and reference materials. LEL will also schedule the appropriate space.
3. Partner will arrange paper, pencils, index cards, and sample brochures. Partner will copy pre- and post-questionnaires, journal responses, and customer satisfaction survey.

Sample Calendar



- Day 1: Students will fill out questionnaire. 45 minutes
Day 2: LEL and partner introduce project. 45 minutes
Day 3: Students select topic and begin research. 45 minutes
Day 4: Students complete research. 45 minutes
Day 5: Students make brochures in Publisher. 45 minutes
Days 6, 7: Students complete projects and use rubrics. 2 45 minute periods
Day 8: Students will showcase brochures. 45 minutes
Day 9: Student will fill out post questionnaire. 45 minutes
Day 10: Students fill out customer satisfaction survey. 45 minutes

4.2: Instructional Guide

Day 1

Materials Needed: Partner will have pre-questionnaire (5.1 Learner Materials) copied and ready to hand out with pencils.

Day 1: Students will fill out questionnaire in regular classroom at partner discretion.

Time: 30 min.

Potential Pitfalls: *Students who finish early should have something else to do (i.e., a book to read).*

- Teacher will explain that students will be working on a project, but first we have to see what they know. They will not be graded on right or wrong, but on trying their best to answer the questions. They should just think about what they already know and do the very best they can.

Helpful Hints: *Some students may take a much longer time. Others may get stuck on one question and need help to continue.*

4.3: Instructional Guide

Day 2

Materials Needed: Partner will have sample brochures to share. LEL will have media center scheduled and dry erase board with markers at hand.

Day 2: LEL and partner will introduce topic, emphasizing importance, showing sample brochures, and making a rubric.

Time: 45 min.

Concepts: *Students will understand the importance of having accurate information and a professional brochure. Students will understand the important points on the rubric.*

Practices: *Students will evaluate sample brochures and contribute to the rubric.*

States of Being: *Students will feel confident that they can make a research-based brochure about an Indiana historical event.*

- LEL will explain the overall project in a few sentences.
Sample sentences: *We are going to do an exciting research project! You will research an Indiana historical event and make a professional brochure!*
- Partner will show brochures to the group.
- Students will have ten minutes to pass around sample brochures.
- LEL will lead a discussion about what makes each brochure excellent.
Sample discussion: *Look at these pictures. How much of each page should have pictures? What do you think about this print? Is it too small or too large? Which of these catches your attention?*
- Partner will make notes on dry erase board.
- Using the notes from the brochure discussion, the LEL will type up a rubric and assign points to each area.
- Then the LEL will copy it and hand it out to students.
- A sample rubric is included on D8 and D9 in Learner Materials.

Post-Activity Questions

What do you think your brochure topic might be?

Why do you think having brochures is important?

How do you want people to feel when they read your brochure?

Potential Pitfalls: *It's important to make sure all students are thrilled about this opportunity. If they don't feel the excitement in the beginning, they never will.*

Helpful Hints: *Don't lecture to the students for more minutes than their ages plus two. Sample Brochures may be picked up from AAA.*

4.4: Instructional Guide

Days 3, 4, 5

Materials Needed: Partner will have pencils and index cards ready. Partner will also have journal responses (5.2 and 5.3 Learner Materials) copied and ready to hand out. LEL will make sure that space in the media center has been scheduled, along with computers, printers, internet resources, books and reference materials for each remaining day.

Day 3, 4, 5: Partner will allow students to select a topic, and start researching and making brochures. LEL will be available to assist students.

Time: Three 45-min. sessions.

Concepts: *Students will know which resources to use first in order to quickly and competently retrieve relevant information.*

Practices: *Evaluating information critically and competently. Students will be able to define a primary and a secondary source, and which sources are authoritative.*

*4.1.15

States of Being: *Students will have confidence that they know how to choose good sources.*

- Partner will explain that students may browse materials and approach him/her with a topic when they are ready.
- When the topic is approved, students may start taking notes on index cards. Sample Topics: *Founding of the State of Indiana; founding of any city in Indiana; important battles.*
- The Journal Activity (5.2 in Learner Materials) may be handed out at the end of Day 3. (Partner may do this later in the room.)
- Post-Research Journaling Activity (5.3 in Learner Materials) may be handed out at the end of Day 5. (Partner may do this later in the room.)
- Computers will need to be available as students complete their research.

Post-Activity Questions

How do you feel about your topic?

How is your research progressing? What would help you?

Potential Pitfalls: *Students may have difficulty finding information. They may need to select another topic if there is not enough information to make a brochure.*

Helpful Hints: *Students may be stumped when they encounter problems with researching. Be prepared to support and encourage those who may be anxious at the beginning of a big project.*

4.5: Instructional Guide

Days 6 and 7

Materials Needed: LEL will have rubric typed, copied, and ready to go. Students must have completed brochure. Everyone will need pencils.

Day 6: As students finish, they will self- and peer-critique using rubric.

Time: 45 min.

Concepts: *Students will understand that assistance from others will improve their final products.*

Practices: *Students will perfect brochures by using suggestions to improve their brochures.*

States of Being: *Students will kindly make suggestions as experts on another's work, and use hints from others to improve their own.*

- As students finish, they must first complete the self-evaluation on the rubric entitled *4th Brochure Rubric*, from Learners' Materials section 5.5. Each student should have all points before completing the next step.
- Then the LEL and partner will pair them with other completed students to peer critique. Some students may do this more than once as others finish. Students should have all points from peer graders before turning in final work to teacher.
- LEL and teacher will use the rubrics to grade final work. If peer- and self-evaluations are unsatisfactory, the LEL or teacher may require them to revise the evaluation.
- Students may have the opportunity to review brochures.

Post-Activity Questions

Were there any suggestions that were made over and over again?

Do you believe that your brochure is now at a professional level?

Potential Pitfalls: *Some students may not be finished and need more time.*

Helpful Hints: *It is always wise to talk to students about compassion when making suggestions on another student's project. With a class that has never peer-evaluated, they will need the instructor to model this process. Student pairings may want to be done differently so that all students, including the last to finish, may peer-critique.*

4.6: Instructional Guide

Day 8

Materials Needed: Partner will gather printouts from students. LEL will make 10 copies of each brochure in advance. Students can write notes to stakeholders inviting them to the classroom that day.

Day 8: Students will showcase brochures.

Time: 45 min.

Concepts: *Students will share their work, understanding the importance of a quality product when sharing with guests.*

Practices: *Students will share their work.*

States of Being: *Students will complete the project with increased confidence in writing, researching, and producing real-life projects. They will recognize the value of their work. They will be inspired to share history with others.*

- The purpose of this showcase is to give students an opportunity to share their work with stakeholders.
- Showcase suggestions: *Students will need be reminded how to meet and greet visitors to school, and how to make courteous comments to others after everyone's hard work.*
- Students can have brochures sitting at their desks and offer them to people as they browse.

Post-Activity Questions

*How did you feel when others complemented your work?
Whose brochure did you like the best? Why?*

Potential Pitfalls: *Planning a time together maybe difficult with busy schedules. Time may run over. It may be wise to plan the showcase before an activity like lunch or a special class, so that other instruction will be able to continue in a timely manner.*

Helpful Hints: *It is important to remember that this last step can't be skipped. Students must show their work to an audience and see how to apply their work in the real world. In the event that a showcase can't be done, a bulletin board or some other means of sharing may be explored.*

4.7: Instructional Guide

Day 9

Materials Needed: Partner will have post-questionnaire (5.1 Learner Materials) copied and ready to hand out and pencils.

Day 1: Students will fill out questionnaire in regular classroom at partner discretion.

Time: 30 min.

***Potential Pitfalls:** Students who finish early should have something else to do (i.e., a book to read).*

***Helpful Hints:** Some students may take a much longer time. Others may get stuck on one question and need help in order to continue.*

4.8: Instructional Guide

Day 10

Materials Needed: Partner will copy Customer Satisfaction Survey on D6 and have pencils ready for each student. This activity may be done at teacher discretion in his/her classroom.

Day 10: Students complete customer satisfaction survey.

Time: 30 min.

- LEL and partner will meet to analyze questionnaires, journal responses, and customer satisfaction paperwork.

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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:

	Page
1. Pre- and Post-Questionnaire	5.1
2. Journaling Activity	5.2
3. Post-Research Journaling	5.3
4. Customer Satisfaction	5.4
5. Sample Rubric	5.5
6. Sample Brochure	5.6

5.1: Learners' Materials

Pre and Post Questionnaire: **Travel Back in Time**



Name: _____

Teacher: _____

Your Mission: You will research and design a brochure about an Indiana historical event for sightseers. Your brochure may be used by actual visitors to our state.

1. What is the difference between a primary source and a secondary source?
2. Why is it important for you to do quality work on this project?
3. What kind of contribution might you make to society with your project?
4. List all the resources you can think of that you might use to learn about Indiana history.
5. Of these resources, what should you use first?

The author gives all users permission to reprint these materials for educational purposes.

5.1: Learners' Materials

Pre and Post Questionnaire: **Travel Back in Time**



6. Which information below would be authoritative resources for your project?
(Authoritative means actual, verifiable, reliable, absolutely true information.)
7. Hearing a friend talk about a historical site they might want to visit in the future.
Useful: Yes ____ No ____ Why?
8. Reading an article from the encyclopedia about the site.
Useful: Yes ____ No ____ Why?
9. Searching the Internet and finding a site that has a similar name, but is located in Canada.
Useful: Yes ____ No ____ Why?
10. Visiting the actual place where the historical event occurred yourself.
Useful: Yes ____ No ____ Why?
11. Reading a fictional book that has some events located at your historical site.
Useful: Yes ____ No ____ Why?
12. Interviewing an actual person who saw this event happen.
Useful: Yes ____ No ____ Why?
13. Reading a nonfiction book about the event.
Useful: Yes ____ No ____ Why?
14. Finding an article on SIRS Discoverer.
Useful: Yes ____ No ____ Why?

The author gives all users permission to reprint these materials for educational purposes.

5.1: Learners' Materials

Pre and Post Questionnaire: **Travel Back in Time**



15. Reading an article from the encyclopedia on your laptop.
Useful: Yes ____ No ____ Why?

16. Look at a picture from your event on the IHS (Indiana Historical Society) or the Library of Congress websites.
Useful: Yes ____ No ____ Why?

17. Interviewing an expert from IUPUI on your event.
Useful: Yes ____ No ____ Why?

18. Are you confident that you can write a professional brochure to be used by actual visitors to Indiana? Why or why not?

19. Are you confident that you can research an actual Indiana historical event, finding authoritative sources? Why or why not?

20. Could you do this project again on your own? For example, if someone offered you a job making more brochures like this, could you tackle the project without your teachers?

21. Do you want to share more of Indiana's history with others? Why or why not?

22. Why do you believe your site is the best place for sightseers to visit?

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5.2: Learners' Materials

Journaling Activity

Name: _____



Directions: Hand out after one day of research. Students will complete this activity after all research is complete. Copy the post-activity on the back so that all information will be together.

What has been really difficult about researching for you so far?

Why?

How can these problems be solved?

What have you been successful with?

What helped you be successful?

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5.3: Learners' Materials

Post Research Journaling



Were all of your research challenges solved?

Why?

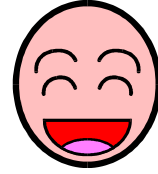
Why not?

What were some of the biggest personal triumphs you had in your research?

What helped you to reach these goals?

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5.4: Learners' Materials Customer Satisfaction



Name: _____

Did you enjoy this project?

What was your favorite part?

What was the most difficult?

What would have made this project better for you?

Would you recommend this project other students?

Thinking of all of your projects you have ever done, how does this project compare?

Did you like it more, less, or the same as others?

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5.4: Learners' Materials Customer Satisfaction (cont.)



If you liked another project more, what was it?

Would you like to do something like this again?

Was this a valuable learning experience for you?

Why or why not?

What could be different about this project in the future that could make it better for others?

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5.5: Learners' Materials 4th Brochure Rubric

Name: _____

Peer Grader: _____

Directions: This is how you will be graded. Before turning in your project, grade yourself, and have a peer grade you as well.

Self: _____ Peer: _____

Teacher: _____

___ (worth 5) Front Cover

Welcoming
Appealing
Exciting

___ (worth 10) Pictures

Variety of pictures
Good Captions
Good Views

___ (worth 20) Writing Style

Concise: no rambling! ☺
Great Details
Good Descriptions

___ (worth 5) Headlines

Nice Spacing

___ (worth 5) Colorful

___ (worth 25) Information:

Activities: Explain/describe good things to do.
Events (when appropriate)
Hours/Times (when appropriate)
Kid Stuff (when appropriate)
Reenactments (when appropriate)

___ (worth 20) Good Grammar

Correct grammar and punctuation

___ (worth 10) Your First Name and Teacher's Name on the back (when it is folded)

Total ___ (worth 85) Grade: ___

5.6: Learners' Materials

History of Holiday World

Holiday World is a very historical place. Holiday World was actually the nation's first theme park! Louis J. Koch created Holiday World as a retirement project. He noticed that kids that came to Santa Claus were disappointed because Santa Claus was not there. He loved kids! Koch was really planning to open his theme park earlier in the 1940s, but World War Two made him wait until 1946. The park originally included a toy shop, toy displays, children's rides, a restaurant, and Santa. Over decades, Santa Claus Land grew bigger and then included a Halloween section and Fourth of July section. It was then named Holiday World. Longer rides were added. In 1993 Splashin' Safari came into the park. Throughout its time, Holiday World has set high standards for the theme park industry and FRIENDSHIP!!!

Contact Us!

Street Address: 452 East Christmas Blvd.
Santa Claus, IN 47579
Phone Number (toll free): 877-GO-FAMILY
Postal Address: Holiday World and Spashin'
Safari
P.O. Box 179 Santa Claus, IN 47579
Website: <http://www.holidayworld.com>

By Rachel and Alexandria

News

Why would I go there?

Is this your question? If it is, here are some examples of reasons to go there!

- Holiday World is the home of the Raven and Legend!
- It is a great place for families!
- It has great prices!
- Holiday World is always adding new attractions!
- A lot of entertainment!

TOO COOL !



Holiday World's new Zinga!

By Rachel and
Alexandria

Holiday

#1 for Family Fun!!!!



Originally Called
Santa Claus Land



This is a sample of a final product. I had my students print out a black and white draft to check for formatting. When they were completed we had a locally owned and operated printer make color printouts. I found a good price by calling many printers and explaining that we were a school.

5.6: Learners' Materials



This is the Splashin' Safari

Do you love water parks, roller coasters, and entertainment? Then, Holiday World is the place you want to be. Here are some examples of fun family water rides, whirlpools, and places for little ones.

- The new BAHARI
 - The new ZINGA
 - The 10 lane JUNGLE RACER
 - And ZOOMBABY
- This is a place for little ones: Crocodile Isle.

SO MUCH FUN!!!



Holiday World's new BAHARI whirlpool is located in Splashin' Safari.

Halloween in Holiday World



Holiday World has a Halloween part added to the actual park. It has two world class roller coasters the Raven and Legend. There are a lot of other rides too. Check them out!

- Raven
- Legend
- Hallowswings
- Frightful Falls
- Scarecrow Scrambler

Christmas is Cool



This is the symbol of Kringle's Kafé

Have you ever noticed that Holiday World is named Holiday World because parts of it are about holidays! WOW! Holiday World has a part that is really cool. It is a Christmas section! Here are some things that are in it.

- Kringle's Kafé
- Toyland Museum
- Riendeer Ranch
- Christmas Collections
- Santa Foods

Hope we see you there!

Fourth of July

Do you like fireworks? This place is definitely the place you want to be. Here are the rides.

- Barbeque USA
- Tilt-a-Whirl
- Liberty Launch
- Freedom Train



This is the Liberty Launch.

I hope you like this wonderful place!

Prices-

General- \$33.95
 Under 54 inches or over 60- \$25.95
 Children under 2- FREE!!!
 Season pass- General -\$84.95 Over 60- \$74.95

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TOOL KIT 3: LIBRARY RESOURCES

This is a guide for the librarian who is taking responsibility for initiating the program and acting on behalf of the library as a resource.

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Library Resources contains these components, in order of use:

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1. The Librarian's Role in the Program	6.1
2. The Materials from the Library's Collection	6.2
3. Library Space	6.3
4. Library Equipment	6.4
5. Supplies Outside of the Collection	6.5

6.1: Library Resources

1. The Librarian's Role(s) in the Program:

Information Specialist for Primary Learners

Students will research their historical events. The librarian will be available to guide information access for all users. She/he will recommend key Web sites, books, and reference materials. This will take about four hours.

Instructor in Information Literacy/Inquiry Skills for Primary Learners

Students will be able to evaluate information critically and competently. The librarian will explain the importance of properly evaluating information. He/she will show examples of accurate source materials. This will take about 15 minutes.

Partner to Teachers/Instructors/Subject Experts

This is a collaborative project between a teacher and a media specialist. The media specialist will meet with the teacher and work with her/him to make a timeline for this unit. This will take about 15 minutes.

Program Advocate and Administrator

To experience success with this unit, the media specialist must be a program advocate and administrator. The media specialist will keep all stakeholders informed, manage schedules, and support unexpected challenges. This will take the entire time of the unit, about two weeks.

6.2: Library Resources

2. The Materials from the Library's Collection:

- Students will need access to a variety of websites including:**

<http://www.historiclandmarks.org/>: Historic Landmarks Foundation of Indiana

http://www.indianahistory.org/library/digital_image/digitalpics.html: Historical pictures online of Indiana.

<http://www.inspire.net/indhist.html> Many different Indiana history resources. This is probably the best combination of resources. It might be a great place to start browsing for topics as well.

<http://www.connerprairie.org/HistoryOnline/index.asp>: Conner Prairie History Online

<http://www.childs.mccsc.edu/history.htm>: a fine list of many resources on Indiana. A truly wonderful resource for fourth graders.

<http://www.msdc.k12.in.us/quest/history/history.htm> These are wonderful resources from the Metropolitan School District of Wabash County.

They will need about 5 hours online.

- Students will need access to a collection of Indiana History books.**

The will need these to be available the entire two weeks.

Suggest Titles:

- ▶ *World Book Encyclopedia*
- ▶ *World Book Student Discovery Encyclopedia*
- ▶ *Hail Hoosiers: The Indiana Hoosier's Story*
- ▶ *H is for Hoosier*
- ▶ *Indiana Legends: Famous Hoosiers from Johnny Appleseed to David Letterman*
- ▶ *Legendary Hoosiers: Famous Folks from the State of Indiana*
- ▶ *The History of the Indiana Pacers*
- ▶ *Kidding around Indianapolis: what to do, where to go, and how to have fun in Indianapolis, Indiana*

- Students need access to computers to make their brochures. Computers must be able to save work, have Publisher, and printing capabilities, in color if possible. They will need about five hours.

Supplemental Resources: The best way to enhance this lesson with extra resources would be a field trip to the Indiana Historical Society. They are equipped to help students with research just like this, and students would be able to touch and see primary documents.

6.3, 6.4, and 6.5: Library Resources

3. Library Space, Equipment, and Supplies Outside of the Collection:

- Each student will need a chair, desk or table space, notecards, and pencils.
- Each student will need an online computer with a browser, Publisher, and print capabilities.

Consumable	Reusable
<ul style="list-style-type: none"><input type="checkbox"/> Printer Paper (60)<input type="checkbox"/> Notecards (120)	<ul style="list-style-type: none"><input type="checkbox"/> Computers (30)<input type="checkbox"/> Pencils (30)<input type="checkbox"/> Indiana History Books (20 or more)<input type="checkbox"/> Sample Brochures (45 or so)<input type="checkbox"/> Dry Erase Board, Markers, and Eraser

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TOOL KIT 4: PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures.

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Program Administration contains these components, in order of use:

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1. Project Timeline and Critical Logistics	7.1
2. Partners' Roles/Profiles	7.2
3. Promotion and Advocacy Tools	7.3
4. Measurement Guidelines	7.4
5. Project Resources with Budget	7.5
6. Grant Recommendations (optional)	7.6

7.1: Program Administration

Project Timeline and Critical Logistics

Week: Pre-project

Step 1: Meet with Partner: Brainstorm

Responsible Party: LEL and Partner

Location: Flexible

Time Allotment: As needed, probably about one hour.

Week: Pre-project

Step 2: Gather resources from IHS, local library, other schools, check on websites.

Responsible Party: LEL

Location: Flexible

Time Allotment: As needed, probably two to three hours.

Week: Pre-project

Step 3: Schedule any experts, guests, etc. Also schedule the media center, classroom time, and computer lab/equipment time as needed.

Responsible Party: LEL and partner

Location: Flexible

Time Allotment: As needed, probably two to three hours

Week 1, Day 1: Questionnaire

Step 4: Hand out pre-questionnaire

Responsible Party: Partner

Location: Classroom

Time Allotment: 45 minutes

Week 1, Day 2: Project Introduction

Step 5: LEL and partner introduce project

Responsible Party: LEL and partner

Location: Media Center

Time Allotment: 45 minutes

Week 1, Day 3: Topic Selection and Research

Step 6: Students select topic and begin research.

Responsible Party: LEL and partner

Location: Media Center

Time Allotment: 45 minutes

Week 1, Day 4: Research Completion

Step 7: Students complete research.

Responsible Party: LEL and partner

Location: Media Center

Time Allotment: 45 minutes

7.1: Program Administration

Week 1, Day 5: Make Brochures

Step 8: Students make brochures in Publisher.

Responsible Party: LEL and partner

Location: Media Center

Time Allotment: 45 minutes

Week 2, Day 6, 7: Complete Brochures, Rubrics

Step 9: Students complete brochures and use rubrics

Responsible Party: LEL and Partner

Location: Media Center

Time Allotment: Two 45-minute periods

Week 2, Day 8: Showcase Brochures

Step 10: Students will showcase brochures.

Responsible Party: LEL and Partner

Location: Classroom

Time Allotment: 45 minutes

Week 2, Day 9: Post questionnaire

Step 11: Students fill out post questionnaire.

Responsible Party: Partner

Location: Classroom

Time Allotment: 45 minutes

Week 2, Day 10: Customer Satisfaction Survey

Step 12: Students fill out customer satisfaction survey.

Responsible Party: Partner

Location: Classroom

Time Allotment: 45 minutes

Post Project: Assess questionnaires, journaling, and customer satisfaction.

Step 13: Assess data gathered.

Responsible Party: LEL and partner

Location: Flexible

Time Allotment: About six hours.

Post Project: Tabulation

Step 14: Insert data into data tables.

Responsible Party: LEL and partner

Location: Flexible

Time Allotment: About four hours.

Post-Project: Interpretation and Changes

Step 15: LEL and Partner meet to discuss changes to the project for the future.

Responsible Party: LEL and partner Location: Flexible Time Allotment: About 2 hours.

7.2: Program Administration

Partner's Roles/Profiles

This project is designed for two people to co-deliver: one an instructor, and one an information literacy expert (librarian or media specialist). The instructor in this case was a fourth grade teacher in Indiana. Both the instructor and the librarian must be able give an enormous time commitment in order to deliver this program as it is designed. I would recommend attempting it in a year, so that other commitments inside and outside the workplace are minimized as much as possible.

I, as the information literacy expert, am the media specialist at my elementary school. I selected my partner based upon her willingness to work with me and enthusiasm in all things, which I felt would translate directly into success for our project. Finally, as a leader in our building, she might inspire others to try the lesson. (In fact, this happened, and the whole fourth grade participated to some degree.) It is important to remember that this is a flexible program, however, and could be adapted in many respects. The entire topic could be changed, for example, to a fifth grade project on states. Each student could choose a state and make a brochure about it.

The program could be untied from a school setting completely. A fun twist might be to invite students and parents to do this program together in a public library setting. This would also be fantastic preparation for fourth grade, so it could be presented as an introduction into fourth grade Indiana history. If this was the first time a public librarian was attempting such a project, a consultation with a teacher would be **strongly recommended**.

A teacher who wanted to attempt this project but had no access to an information literacy specialist could attempt it alone. However, at least some consulting with a librarian would be **strongly recommended**.

Finally, the most important thing to remember is that customer satisfaction is very important in this project. Users who don't have excellent experiences will be strongly averse to ever participating. No matter what obstacles occur, keep smiling and serving your constituents, and it will all turn out well.

7.3: Program Administration

Promotion and Advocacy Tools

Advertising to partners is the first step in putting together this program. Partners who are looking for a challenge will be interested in a program that stretches them as instructors and will offer unique opportunities to students. I am always a little surprised at who is interested in opportunities I offer to my staff. Therefore, I would not consider ruling out anyone, but rather, invite many. It may work to make a presentation to an entire staff and then wait to see who shows a spark of interest. A presentation scenario might include,

"We have a great opportunity for any interested fourth grade teachers. A lesson from the Leading Edge Librarians is already packaged and put together which addresses the standard 4.1.15: 'Using primary and secondary source materials, generate questions, seek answers, and write brief comments about an event in Indiana history.' If you are looking for a project this year that is intense, but rewarding, we will partner with you to bring the resources and knowledge to your students that will allow them to successfully make a brochure about a historical event in southern Indiana. Are there any questions?"

Advertising to institutional decision-makers will be your next step. You will need buy-in from your bosses because this project will offer great benefits, but in the short-term will require time and effort from the partners and some resources from the institution. Meeting with your boss, I recommend a similar talk, emphasizing the standard and benefits. However, **be sure to emphasize that you will both be a little busy with this and unable to take on other additional duties, committees, etc.** You may find that your boss had other jobs in mind for you and this may not be the year to take on such a strenuous project. Finally, keep in mind that enthusiasm is contagious.

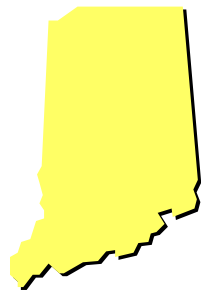
When you have a partner and your boss is on board with the project, it is time to begin advertising for participants. The title ***Travel Back in Time*** lends itself easily to a space/time travel theme. I used an Indiana icon paired with the title. I think it would be important that in every ad you to add something to emphasize that this is about Indiana, or users might attend the program expecting more of a *Star Trek* experience than an information literacy project centered on Indiana history.

It is critical to mention that this kind of exploration will give the user a variety of skills, including research, computer, and publishing. Even a user who would mark themselves as good or proficient in these areas would still benefit from the program by learning more about Indiana and polishing their abilities. In a school setting, it is rare to advertise an assignment or upcoming project; however, should you choose to do so, a sample brochure is on the next page.

7.3: Program Administration

Travel Back in Time

Creating Sightseeing Brochures for Indiana
Historical Sites



Who: Fourth Graders
Where: In the media center
When: March 1, 2005

Where and when will you be traveling?

7.4: Program Administration

Measurement Guidelines

It is critical to save and document all materials. Save all pre- and post-questionnaires, journaling activities, customer satisfaction surveys, rough drafts, final drafts, computer files, collection tables, and photographs.

Grade all questionnaires. In order to have totals automatically calculated, I made an Excel worksheet for my data entry. (See the two data tables on the next sheets.) First, I simply graded the questionnaires, each answer right or wrong. Next, I entered a one for yes or a zero for no on my excel spreadsheets. They automatically tabulated the correct percentages. The students' initials can be placed at the top of the form.

Journaling and Customer Satisfaction forms will need to be scored the same way. Look for answers that repeat over and over again. I have provided a few examples, but you will want to erase those and put in your own.

Rubrics will need to be scored. I always let my students resubmit work if they want to increase their grades. Few of them will, but this gives everyone that opportunity. How you grade your rubric will depend on the rubric you design, your school, and your goals. I always add a positive. We need to keep the kids motivated and not allow suggestions for improvement to overwhelm them.

Look at the final numbers. What went well? What didn't? What can be changed the next time? You will want to share your results with your home library, partnering institutions, and to a foundation (if involved in a grant). Any growth represents success in an initial attempt of this project. If your participants made gains, you have succeeded.

Your home library has made an enormous time and monetary investment in your project. Why should you replicate it? Why should it happen next time? Using your data is a critical piece to explaining this to your immediate supervisor, and perhaps to the library board. Share all data with your immediate supervisor and partner. You might also think about sharing data with future partners.

All of your partnering institutions will be very interested in hearing and seeing how your project went. You will want to highlight items that they will be specifically interested in. Think from their point of view. Do they really care what grades the children received (and are you authorized to give out that information?). They will probably care more about seeing your information literacy and concept gains, as well as some testimonials and final products.

If you received any grant money or additional support, consider giving them a report as well. Give them a budget showing how you spent your money. Most importantly, share your outcomes as well. They are looking for gains and the worth of their investment. Share every positive you can think of (without being excessive.) You will want them to be excited about your project outcomes and willing to fund any further attempts by you or others.

**Travel Back in Time
Data Tables**

Pre Questionnaire

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23

Area	Question	Totals	%	Area	Total
Concepts		Concepts			
COC1	What is the difference between a primary source and a secondary source?	0%		Content Concept	0%
COC2C2	Why is it important for you to do quality work on this project?	0%			
ILC4	Of these resources, what should you use first?	0%			
ILC5	Why should you use this resource first?	0%			
ILC6	Hearing a friend talk about a historical site they might want to visit in the future.	0%			
ILC6	Reading an article from the encyclopedia about the site.	0%			
ILC6	Searching the Internet and finding a site that has a similar name, but is located in Canada.	0%			
ILC6	Visiting the actual place where the historical event occurred yourself.	0%			
ILC6	Reading a fictional book that has some events located at your historical site.	0%			
ILC6	Interviewing an actual person who saw this event happen.	0%			
ILC6	Reading a nonfiction book about the event.	0%			
ILC6	Finding an article on SIRS Discoverer.	0%			
ILC6	Reading an article from the encyclopedia on your laptop.	0%			
ILC6	Look at a picture from your event on the HIS or the Library of Congress websites.	0%			
ILC6	Interviewing an expert from IUPI on your event.	0%		Information Literacy Concept	0%
Practices		Practices			
COP1	Give an example of a primary source and a secondary source.	0%		Content Practice	0%
ILP3	List all resources you can think of that you might use to learn about Indiana history.	0%		Information Literacy Practice	0%
States of Being		States of Being			
COSOB1	Are you confident that you can write a professional brochure to be used by actual visitors to Indian	0%		Content State of Being	0%
COSOB1	Why or why not?	0%			
COSOB4	Do you want to share more of Indiana's history with others?	0%			
COSOB4	Why or why not?	0%			
COSOB4	Why do you believe your site is the best place for sightseers to visit?	0%		Information Literacy State of Being	0%
ILSOB2	Are you confident that you can research an actual Indiana historical event, finding authoritative so	0%			
ILSOB2	Why or why not?	0%			
ILSOB3	Could you do this project again on your own?	0%			
ILSOB5	What kind of contribution might you make to society with your project?	0%			

Travel Back in Time

7.4: Program Administration

Data Tables:

Post Questionnaire

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Totals	Percents	Area	Total
Area	Question																						
Concepts																							
COC1	What is the difference between a primary source and a secondary source?																			0	0%		
COC2C2	Why is it important for you to do quality work on this project?																			0	0%	Content Concept	0%
ILC4	Of these resources, what should you use first?																			0	0%		
ILC5	Why should you use this resource first?																			0	0%		
ILC6	Hearing a friend talk about a historical site they might want to visit in the future.																			0	0%		
ILC6	Reading an article from the encyclopedia about the site.																			0	0%		
ILC6	Searching the Internet and finding a site that has a similar name, but is located in C																			0	0%		
ILC6	Visiting the actual place where the historical event occurred yourself.																			0	0%		
ILC6	Reading a fictional book that has some events located at your historical site.																			0	0%		
ILC6	Interviewing an actual person who saw this event happen.																			0	0%		
ILC6	Reading a nonfiction book about the event.																			0	0%		
ILC6	Finding an article on SIRS Discoverer.																			0	0%		
ILC6	Reading an article from the encyclopedia on your laptop.																			0	0%		
ILC6	Look at a picture from your event on the HIS or the Library of Congress websites.																			0	0%		
ILC6	Interviewing an expert from IUPUI on your event.																			0	0%	Information Literacy Concept	0%
Practices																							
COP1	Give an example of a primary source and a secondary source.																			0	0%	Content Practice	0%
ILP3	List all resources you can think of that you might use to learn about Indiana history.																			0	0%	Information Literacy Practice	0%
States of Being																							
ILSOB2	Are you confident that you can research an actual Indiana historical event, finding a																			0	0%		
ILSOB2	Why or why not?																			0	0%		
ILSOB3	Could you do this project again on your own?																			0	0%		
ILSOB5	What kind of contribution might you make to society with your project?																			0	0%	Information Literacy State of Being	0%
COSOB1	Are you confident that you can write a professional brochure to be used by actual vi																			0	0%		
COSOB1	Why or why not?																			0	0%		
COSOB4	Do you want to share more of Indiana's history with others?																			0	0%		
COSOB4	Why or why not?																			0	0%		
COSOB4	Why do you believe your site is the best place for sightseers to visit?																			0	0%	Content State of Being	0%

7.4: Program Administration

Travel Back in Time Data Tables:

<u>Journaling Activity</u>	Yes	Total	Percent
Difficult so far?			
Not enough time			0
Not focusing			0
Need more help			0
How solved?			
Work at home			0
Work at lunch			0
Ask for help			0
Successful with?			
Bringing materials			0
Working well with others			0
Finding information			0
Helped with success?			
Self			0
Librarian			0
Teacher			0
Parent			0
Friend			0
<u>Post Journal</u>			
Challenges Solved?			
Why?			
Not enough time			0
Didn't know what to do			0
Didn't work hard			0
Couldn't read material			0
Personal Triumphs?			
Finished work			0
Proud of self			0
Had fun			0
What helped?			
Self			0
Librarian			0
Teacher			0
Parent			0
Friend			0

7.4: Program Administration

Travel Back in Time Data Tables

	Yes	Total	Percent Yes
Enjoy?			
Favorite part was?			
Brochure design			0%
Websites			0%
Showcase			0%
Books			0%
Most difficult?			
Computer			0%
Research			0%
Project better for you?			
More time			0%
More books			0%
Recommend project?			
How compare?			
More, less, or same?			
Another more?			
Black History Month Project			0%
Famous Hoosier			0%
Do again?			
Valuable experience?			

7.4: Program Administration

6. Which information below would be authoritative resources for your project?
(Authoritative means actual, verifiable, reliable, absolutely true information.)
7. Hearing a friend talk about a historical site they might want to visit in the future.
Useful: Yes ____ or No ____ Why?
6. Reading an article from the encyclopedia about the site.
Useful: Yes ____ or No ____ Why?
7. Searching the Internet and finding a site that has a similar name, but is located in Canada.
Useful: Yes ____ or No ____ Why?
8. Visiting the actual place where the historical event occurred.
Useful: Yes ____ or No ____ Why?
9. Reading a fictional book that has some events located at your historical site.
Useful: Yes ____ or No ____ Why?
10. Interviewing an actual person who saw this event happen.
Useful: Yes ____ or No ____ Why?
11. Reading a nonfiction book about the event.
Useful: Yes ____ or No ____ Why?
12. Finding an article on SIRS Discoverer.
Useful: Yes ____ or No ____ Why?

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7.4: Program Administration

13. Reading an article from the encyclopedia on your laptop.

Useful: Yes ____ or No ____ Why?

14. Look at a picture from your event on the IHS (Indiana Historical Society) or the Library of Congress websites.

Useful: Yes ____ or No ____ Why?

15. Interviewing an expert from IUPUI on your event.

Useful: Yes ____ or No ____ Why?

16. Are you confident that you can write a professional brochure to be used by actual visitors to Indiana? Why or why not?

17. Are you confident that you can research an actual Indiana historical event, finding authoritative sources? Why or why not?

18. Could you do this project again on your own? For example, if someone offered you a job making more brochures like this, could you tackle the project without your teachers?

19. Do you want to share more of Indiana's history with others? Why or why not?

20. Why do you believe your site is the best place for sightseers to visit?

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7.4: Program Administration

Journaling Activity

Name: _____



Directions: Hand out after one day of research. Students will complete this activity after all research is complete. Copy the post activity on the back so that all information will be together.

What has been really difficult about researching for you so far?

Why?

How can these problems be solved?

What have you been successful with?

What helped you be successful?

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7.4: Program Administration

Post Research Journaling



Were all of your research challenges solved?

Why?

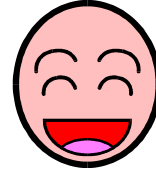
Why not?

What were some of the biggest personal triumphs you had in your research?

What helped you to reach these goals?

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7.4: Program Administration Customer Satisfaction



Name: _____

Did you enjoy this project?

What was your favorite part?

What was the most difficult?

What would have made this project better for you?

Would you recommend this project other students?

Thinking of all of your projects you have ever done, how does this project compare?

Did you like it more, less, or the same as others?

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7.4: Program Administration

If you liked another project more, what was it?

Would you like to do something like this again?

Was this a valuable learning experience for you?

Why or why not?

What could be different about this project in the future that could make it better for others?

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7.5: Program Administration

Project Resources with Budget

Optional Resources:

Four Substitute days	\$ 320
Printer Paper: About 3 reams	60
Pencils: About 30, with extras	20
Indiana history books: About 20 or so	300
Brochure Stand	650
Media and Books	1,000
Honorariums for guest speakers	900
Replication Honorarium	400
Replication Materials	<u>200</u>
Total	\$3,850

In-Kind Support:

Computer and Internet Access
Software to create brochures
Digital Cameras
All copies for brochures and handouts
Meeting rooms
Telephone use
At least ten hours of work time for each partner