Title: Introduction to Online Databases

Grade Level: 7 - 12

Subject/Content: Any

Summary of Lesson: Students will learn to use the features of Gale electronic resources to conduct online research.

Focus Question: How can I use Gale resources to help me conduct research online?

Resource(s): Any In Context resource (Student Resources In Context, Opposing ViewPoints In Context, Biography In Context, Science In Context, US History In Context or World History In Context)

Procedures by Teacher:

1. Arrange for access to a Gale electronic resource and provide students with instructions on how to access the resource (this will vary from school to school; check with your media specialist if you need help)
2. Identify topics you want to students to research or explore.
3. Create a worksheet/checklist based on the example below

### Part One – The Homepage

Open the resource. Take a few minutes to explore the homepage.

- What types of information can you find on this page?
- If you aren’t sure what topic you want to research, what ideas and resources are available from the first page?
- If you had a topic you wanted to research, how would you conduct a search using this resource?

### Part Two – Searching

Use the search box at the top of the page to search for the topic selected by your teacher. Examine the search results page.

- What types of information can you find on this page?
- How are these search results like what you
would find in an Internet search?
- How are these search results unlike what you would find in an Internet search?

**Part Three – Saving Items**

Search for a topic. Examine the search results page.

- How would you mark an article that looks interesting so that you can return to it later?

Click the “Saved Items” link at the top of the page. Examine the page.

- What kinds of things can you do with your saved item?
- How can you use this feature in your research?

**Part Four – Topic Pages**

Click the “Browse Topics” link at the top of the page and select a topic to explore. Examine the Topic Page.

- What types of information can you find on a Topic Page?
- How is this information like what you would find in an Internet search?
- How is this information unlike what you would find in an Internet search?

Find the **Tools** box at the right of the Topic Page.

- What kinds of things can you do from here?
- How could you use these features in your research?
Steps/Activities by Student(s):

1. Students will take part in a teacher led discussion/brainstorm focusing on these questions:
   a. Why is the Internet not always considered a reliable research tool?
   b. How can you tell if a Web site is reliable?
   c. What are reliable resources?
2. Students will explore the Gale resource database
3. Students will complete the worksheet/checklist provided
4. Students will take part in a teacher led discussion on what they've found

Outcome: Students will be familiar with electronic resources, know how to use them to find research and other helpful features

Content Standard(s):

- Locate, access, analyze, organize, synthesize, evaluate and apply information about selected public issues — identifying, describing and evaluating multiple points of view

Performance Indicators:

- At Level 1, the student is able to:
  o Find articles related to a topic they are researching.
- At Level 2, the student is able to:
  o Use tools included in an electronic resource to help them in writing a report.
- At Level 3, the student is able to:
  o Evaluate and synthesize information collected to complete an in-depth research project.

Computer Literacy and Usage Standards 9-12:

- The student will develop skills using a variety of computer resources to increase productivity, support creativity, conduct and evaluate research and improve communications
- The student will use technology resources to improve problem solving and decision making skills and apply these skills to real world situations

ISTE NETS for Students

- Plan strategies to guide inquiry
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
• Process data and report results
• Advocate and practice safe, legal, and responsible use of information and technology
• Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

**Information Power; Information Literacy Standards 1-4:**

- **Standard 1:** The student who is information literate accesses information efficiently and effectively
- **Standard 2:** The student who is information literate evaluates information critically and competently
- **Standard 3:** The student who is information literate uses information accurately and creatively