

Senior Capstone 3: Using Databases and Summarizing

Summary

Students actively research their individual topics for valid sources using CRAAP tool in the Media Lab or in the classroom equipped with a mobile lab. Students select "best" sources from both print and digital "pools" and complete a rhetorical précis on each source that will be used/cited in their research papers.

Main Core Tie

Secondary Library Media (6-12)

[Strand 6: Standard 1:](#)

Additional Core Ties

English Language Arts Grade 11-12

[Writing Standard 7](#)

English Language Arts Grade 11-12

[Writing Standard 8](#)

Secondary Library Media (6-12)

[Strand 3: Standard 1:](#)

Time Frame

1 class periods of 60 minutes each

Group Size

Individual

Life Skills

Thinking & Reasoning

Materials

Media Computer Lab or Classroom Mobile Lab
eBooks (e.g. Salem Press)
World Book
Utah's Online Library sites (Gale, EBSCO)
Destiny (or other library catalog)(WebPath Express, eBooks)

Background for Teachers

Classroom teacher and librarian continue to collaborate as students move through their Capstone research. Teachers need to be familiar with a rhetorical précis and teach this tool to students.

Student Prior Knowledge

Students will at this point have scaffolding in research protocols and are ready to apply those research skills to their individual Capstone topics.

Intended Learning Outcomes

Students will apply valid research methods to sources intended for their individual Capstone research project, evaluating the reliability, accuracy, currency, and purpose of research sources using the

CRAAP tool.

Students now learn to selectively choose the best sources for their particular research topic purposes. Students are required to use both print and digital sources for their research project. Students will use a Rhetorical Précis tool as well to reiterate summary writing skills as a part of the research process. Click here for a [sample 4-sentence rhetorical précis template](#).

Instructional Procedures

Students introduced to the Rhetorical Précis tool and instructed to create one for each source intended for use/citation in their research papers.

Students spend time researching valid sources, applying the CRAAP tool, and typing up rhetorical précis for sources chosen for consideration in the research paper.

Librarian and classroom teacher facilitate student progress...whether students are in the media center computer lab or in a classroom with a mobile lab.

Q&A debrief time as a class.

Possible guiding questions:

What topics were hard to find information on?

How did you decide on which sources, of the many you found, would be used and which would not?

Which of you now want to change your topic and why?

Strategies for Diverse Learners

Classroom teacher is present to facilitate this lesson as individual student needs arise.

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