



Smithsonian Institution Libraries

**School Librarians & Library Media Specialists Night**  
**Thursday, November 6, 2003**



This program supported by the Carl and Lily Pforzheimer Foundation

## Welcome to the Smithsonian Institution Libraries

We want to develop collaborations with school library media specialists. We are aware that you are the gatekeepers for evaluating and promoting curriculum resources in your school. Collaboration can only occur when people of like minds get an opportunity to meet face to face. Thus, this evening and packet were created to start what we hope will be a joint venture, providing you with resources and ideas that better reflect your curriculum needs.

### Our Overall GOALS are to assist:

- School library media specialists to strengthen relationships between their libraries and the Smithsonian Institution Libraries
- School library media specialists to strengthen relationships with teachers within their schools
- Students to navigate their school library and its resources through the process of creating their own project
- School library media specialists and students to recognize the resources of the SIL website and images as a rich resource for their use.

### We have set the following objectives for this evening's event and resource packet:

- To identify and provide background information about the Smithsonian Institution Libraries
- To tour the exhibition, *An Odyssey in Print: Adventures in the Smithsonian Libraries* and the related on-line exhibition, [www.sil.si.edu/exhibitions/odyssey](http://www.sil.si.edu/exhibitions/odyssey), which will be available indefinitely
- To get input from school library media specialists on how they may use resources in this exhibit or on the webpage while planning with teachers

### Included in this packet are:

- An introduction to the Smithsonian Institution Libraries system
- An introduction to *An Odyssey in Print: Adventures in the Smithsonian Libraries*
- An activity section for you to tailor to your school's environment
- An evaluation section for you to return to us by January 15, 2004, so SIL can better serve your needs

This packet is available online at:

<http://www.sil.si.edu/exhibitions/odyssey/school-librarians/>



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### picture credits (all images from *An Odyssey in Print*):

- cover:** Walter Crane (1845-1915). *A Romance of the Three Rs*. London: Marcus Ward, 1886. Mary Stuart Book Fund
- page 2:** *Thirty Plates Illustrative of Natural Phenomena, etc.* London: The Society for Promoting Christian Knowledge, 1846. Gift of the Burndy Library
- page 3:** [*Gart der Gesundheit*] (*The garden of health*). Ulm?: Konrad Dinckmut?, 1487?. Gift of E.R. Squibb & Sons and Bristol-Myers Squibb Co.
- page 4:** *The Super Elto*. 1927.
- page 5:** Karl Blossfeldt (1865-1932). *Urformen der kunst (Art forms in nature)*. Berlin: E. Wasmuth, [1928?]. Pierpont Morgan Fund
- page 6:** Konrad Gesner (1516-1565). *Historia animalium (History of animals)*. Zurich: C. Froschouer, 1551-87. 5 vols in 3: vols 1,4,5 (Frankfurt: Ioannus Wechel, 1585-86, vols. 2,3. Gift of the Burndy Library
- page 7:** James Glaisher (1809-1903); with Camille Flammarion, W. de Fonvielle, and Gaston Tissandier. *Voyages aeriens (Travels in the air)*. Paris: L. Hachette, 1870. Collection of Gaston Tissandier
- page 8:** John Gould (1804-88). *The Birds of New Guinea and the Adjacent Papua Islands*. London: H. Sotheran, 1875-88. 5 vols. Gift of John H. Phipps
- page 10:** Jules Verne (1828-1905). *From the Earth to the Moon Direct in Ninety-seven Hours and Twenty Minutes, and a Trip around it*. Trans. by Louis Mercier and Eleanor King. New York: Scribner, Armstrong, 1874.
- page 11:** Galileo Galilei (1564-1642). *Systema cosmicum (System of the world)*. Leiden: I. A. Huguetan, 1641. Gift of the Burndy Library
- page 12:** *Le garde meuble (The furniture repository)*. Paris: (1839-1935).
- page 13:** United Steel Companies, Ltd. *Lacquer samples*. February 1933.
- page 14:** Dick Calkins (1895-1962). *Buck Rogers, 25th century, featuring Buddy and Allura in "Strange Adventures in the Spider Ship."* Chicago: Pleasure Books, [about 1935]. Gift of Dr. Daniel J. Mason
- page 17:** Agostino Ramelli (1531-ca. 1600). *Le diverse et artificiose machine... (The various and ingenious machines...)*. Paris: In casa del'autore, 1588. 17 p. l., 338 l. illus.





## **Smithsonian Institution Libraries**

The Smithsonian Institution Libraries (SIL) serves exhibition and research by gathering and organizing information in the Smithsonian's areas of interest and making it accessible to scholars and the public. SIL is comprised of 20 branch locations in Washington, D.C., Maryland, New York, and Panama, with strengths in the fields of natural history, anthropology, the history of science and technology, American history and art, museum studies and conservation, aviation history and space flight, philately, design and decorative arts, Asian and African art, tropical biology and environmental management. The Libraries' special collections include more than 40,000 rare books and manuscripts.

Below are the SIL libraries with a brief description of each library and its collections. The Smithsonian Institution Libraries website, [www.sil.si.edu](http://www.sil.si.edu), contains links to all of these libraries as well as online exhibitions.

### **History & Culture**

**Anacostia Museum & Center for African American History and Culture Library** collects materials relating to the history and culture of the African diaspora in the Western hemisphere. Subject area strengths include the Upper South, African American women, slavery and abolitionism, and religion and the African American community.

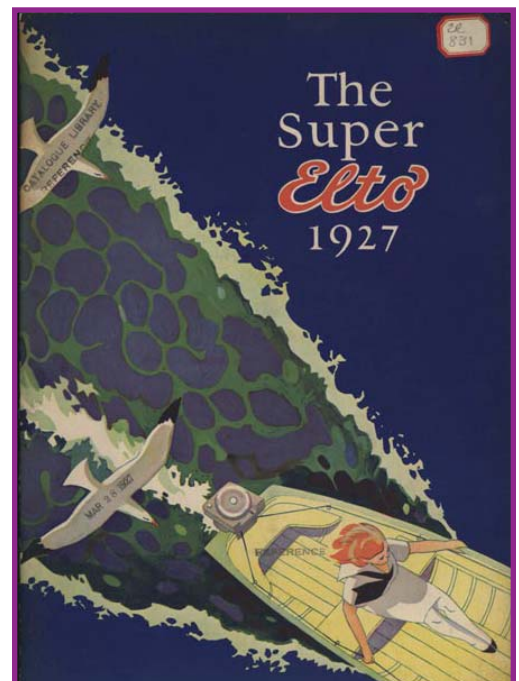
**Museum Studies Reference Library** is our central collection of resources on museum operations, museum organization, administration and management, museum education and programs.

**National Air and Space Museum Library** covers aeronautics and astronautics, the history of aviation and space flight, astronomy, and Earth and planetary sciences.

**National Museum of American History Library** contains books and journals on American history and life and is particularly rich in the history of science and technology and its impact on both the American scene and the everyday life of Americans.

**National Museum of the American Indian Library (Suitland, MD)** collects comprehensively in all areas relating to the indigenous peoples of the Western Hemisphere and Hawaii, including history, ethnology, religion, art, oral tradition, education, language, literature, biography, archaeology, and contemporary issues.

**National Postal Museum Library** resources focus on the postal history and philately of the United States, although the collections are international in scope. Europe, North America and Australia are particularly well represented.



## Science

**Museum Support Center Library (Suitland, MD)** specialized subject coverage includes: conservation, restoration, preservation, deterioration of materials and of museum objects as well as the scientific understanding of these processes.

**National Museum of Natural History Libraries** have over 300,000 items on general science, biology, ecology, evolution, biodiversity, geology, paleontology, conservation and other subjects. Two of the largest libraries are:

- **Anthropology Library** contains research material in physical anthropology, archaeology, cultural anthropology and linguistics as well as folklore, linguistics, biomedicine, and forensic science. K-12 website.
- **Botany and Horticulture Library** emphasis is on all aspects of plant systematics and endangered and threatened species. Geographical coverage is world-wide, with a special emphasis on the neotropics.

**National Zoological Park Library** is a collection on zoos and aquariums, animal behavior, husbandry, veterinary medicine, pathology, genetics, nutrition, wildlife conservation, biodiversity, and horticulture.

**Smithsonian Environmental Research Center Library (Edgewater, MD)** emphasizes global change, landscape ecology, coastal ecosystems, population and community ecology, with a focus on the Chesapeake Bay and its surrounds.

**Smithsonian Tropical Research Institute Library (Republic of Panama)** collects materials in: animal behavior, anthropology, archaeology, biodiversity, conservation of the tropics, coral reefs, ecotourism, educational and outreach programs, global change, natural and protected areas, and the Panama Canal and its watershed.

## Art

**Cooper-Hewitt, National Design Museum Library (New York, NY)** supports the Museum's collection of 250,000 objects in decorative arts including textiles, wall coverings, metalwork, furniture, ceramics, glass, jewelry, and prints and drawings.

**Freer Gallery of Art and Arthur M. Sackler Gallery Library** reflects the subjects represented in the collections of the two galleries, namely the arts and cultures of the Far East, South Asia, Southeast Asia and the Middle East.



**Hirshhorn Museum and Sculpture Garden Library** collection is devoted to modern and contemporary painting, sculpture, drawings, prints, and to a lesser degree photography, video, and emerging art forms.

**National Museum of African Art, Warren M. Robbins Library** covers all aspects of African visual arts, including sculpture, painting, printmaking, pottery, textiles, crafts, popular culture, photography, architecture, rock art, and archaeology.

**Smithsonian American Art Museum / National Portrait Gallery Library** collections support two museums dedicated to American art, history, and biography with supportive materials on European art.

## Special Collections

**The Dibner Library of the History of Science and Technology** is the Smithsonian's collection of rare books and manuscripts relating to the history of science and technology.

**Joseph F. Cullman 3rd Library of Natural History** holds the Smithsonian's collection of rare books in anthropology and the natural sciences.





## SIL History

Along with the Smithsonian Institution (SI) the first Smithsonian library was founded in 1846. In 1866, after fires in the Smithsonian Castle, the library was moved to the fireproof rooms of the congressional library in the U.S. Capitol, and became known as the Smithsonian Deposit. Apart from the Smithsonian deposit, the library collections at the Smithsonian were not housed centrally, and by 1964, there were libraries spread over seven cities containing over 430,000 volumes in nearly 80 locations. In 1964, the Secretary of the Smithsonian hired a library director to consolidate the collections into a unified system with central support services and single catalog. While SIL's primary mission has always been to support the research and information needs of SI staff and affiliates, in the 1990s the Libraries embraced the growing Smithsonian emphasis on education and outreach and worked hard to make its collections more visible and useful to a growing public constituency, particularly through its online catalog and now website, Galaxy of Knowledge. Nancy E. Gwinn serves as the current director of SIL. Today, its Smithsonian Institution Libraries is the world's largest museum and research library.

For the expanded history of the Smithsonian Institution Libraries visit [www.sil.si.edu/about/history.htm](http://www.sil.si.edu/about/history.htm).

## SIRIS, Smithsonian Institution Research Information System

SIRIS, the Smithsonian Institution Libraries on-line public access catalog is located at [www.siris.si.edu](http://www.siris.si.edu). Materials may be borrowed through interlibrary loan (ILL) for persons not affiliated with the Smithsonian Institution. This on-line catalog containing information on 1.5 million printed books, manuscripts, periodicals, exhibition catalogs, professional society publications, and electronic versions of rare books and exhibitions, is available 24 hours a day. If you need further assistance, please send an e-mail to [libmail@si.edu](mailto:libmail@si.edu).

Galaxy of Knowledge, the Smithsonian Institution Libraries' on-line collections, can be accessed at [www.sil.si.edu/galaxy/index.htm](http://www.sil.si.edu/galaxy/index.htm).



## ***An Odyssey in Print: Adventures in the Smithsonian Libraries***

The exhibition is showing through January 2004.

The on-line exhibition, [www.sil.si.edu/exhibitions/odyssey](http://www.sil.si.edu/exhibitions/odyssey) is available indefinitely.

Location: Smithsonian Libraries Gallery, National Museum of American History, Behring Center

Curator: Mary Augusta Thomas, Associate Director, Smithsonian Institution Libraries

*An Odyssey in Print* explores six centuries of rare books, manuscripts, art, and artifacts from the rich and multifaceted collection of the Smithsonian Institution Libraries. Among the show's highlights are: rare books published before the advent of the printing press, works by adventurous explorers like South Pole navigator James Cook and pilot Charles Lindbergh, scientific pioneers such as Galileo Galilei and Isaac Newton, and creative artists like Albrecht Dürer and Walter Crane. For a glimpse of the imaginative works of contemporary artists, pop-up artist books from the Cooper-Hewitt, National Design Museum Library are on display in this exhibit.

*An Odyssey in Print* is composed of three sections: Journeys over Land and Sea, Journeys of the Mind, and Journeys of the Imagination. Below are brief descriptions of each. For a more thorough explanation of each section and view of the exhibit contents, please visit the website at [www.sil.si.edu/exhibitions/odyssey](http://www.sil.si.edu/exhibitions/odyssey).

### **Journeys over Land and Sea** (Explorations - scientific and artistic discoveries)

This section presents travel voyages as they documented mankind's ever-expanding worldview. These works include scientists and artists' work in collaboration with writers and printers to produce beautifully illustrated accounts of peoples, animals, plants, and lands that are still of value today.



### **Journeys of the Mind** (History of technology, natural history, and physical sciences)

These notable works of discovery in the history of technology, natural history, and the physical sciences form the strongest collections in the Smithsonian Libraries.

### **Journeys of the Imagination** (Architecture, design, and the decorative arts)

The collections feature achievements in printing, graphics, and binding, chosen for the intrinsic value of their contents and their beauty as works of art.

### **On-Line Exhibit Information**

The web site contains all of the books that form *An Odyssey in Print* with the addition of a few bonus page views that will only be available online. The



on-line exhibit is available indefinitely. Past on-line exhibitions are also available at [www.sil.si.edu/exhibitions](http://www.sil.si.edu/exhibitions).

An accompanying exhibition catalogue also titled *An Odyssey in Print: Adventures in the Smithsonian Libraries* is available at [www.sipress.si.edu/](http://www.sipress.si.edu/) or call 1(800)782-4612.

### **Future Smithsonian Institution Library exhibits**

Coming to the Smithsonian Institution Libraries Exhibition Gallery in March 2004: *Chasing Venus: Observing the Transits of Venus, 1631-2004*.

### **Activity Section**

This section is designed as a template for planning with teachers to incorporate resources from the SIL on-line exhibition into standards based instruction. In this section are themes from the exhibition, *An Odyssey in Print*, which your students can use to create a project. The following section lists the project suggestions that can be used with any of the themes.

### **Procedure**

For these activities use your library's resources along with the resources provided on the SIL website. At the end of the project, students will have completed a process of research learning through various information and media sources. Included in the packet is an example of a grid students might use to document their research process.

### **Library media specialist (along with partnering teacher)**

- Choose theme (see list below)
- Choose project (see next section)
- Select books from library as examples appropriate for this theme
- Prepare materials
- Use images and resources from SIL website

### **Students**

- Research subject (utilize resources in library as well as worldwide web)
- Find images or create their own images
- Follow the Information Search Sheet or a similar format to document their progress in the research process

### **Project Themes**

These three sections (Journey Over Land and Sea, etc) are taken from *An Odyssey in Print* and the accompanying themes are based on the exhibit contents. Refer to the exhibit on-line, [www.sil.si.edu/exhibitions/odyssey](http://www.sil.si.edu/exhibitions/odyssey) to view each of the examples listed under the themes. Students should use the listed books as a foundation to build their projects.

Note: The most relevant National Standards in History and Information Literacy Standards were chosen for this template. After each theme, the relevant standard is written as an abbreviated code. The code explanations are located at the end of the activity section. The Information Literacy Standards, which apply to each theme and project, are also located at the end of the activity section.

## Journeys over Land and Sea

Explorations - scientific and artistic discoveries

The examples listed below each theme are available at [www.sil.si.edu/exhibitions/odyssey/landsea.htm](http://www.sil.si.edu/exhibitions/odyssey/landsea.htm), unless stated otherwise.

### Past Explorations

Have your students choose an exploration that fascinates them. Write about that person or group's experiences. [Ex: Review explorers or explorations]

- Charles A. Lindbergh (1902-1974) *We: The Famous Flier's Own Story of His Life and His Transatlantic Flight*
- Edward S. Curtis, frontier photographer [www.sil.si.edu/Exhibitions/Curtis/](http://www.sil.si.edu/Exhibitions/Curtis/)

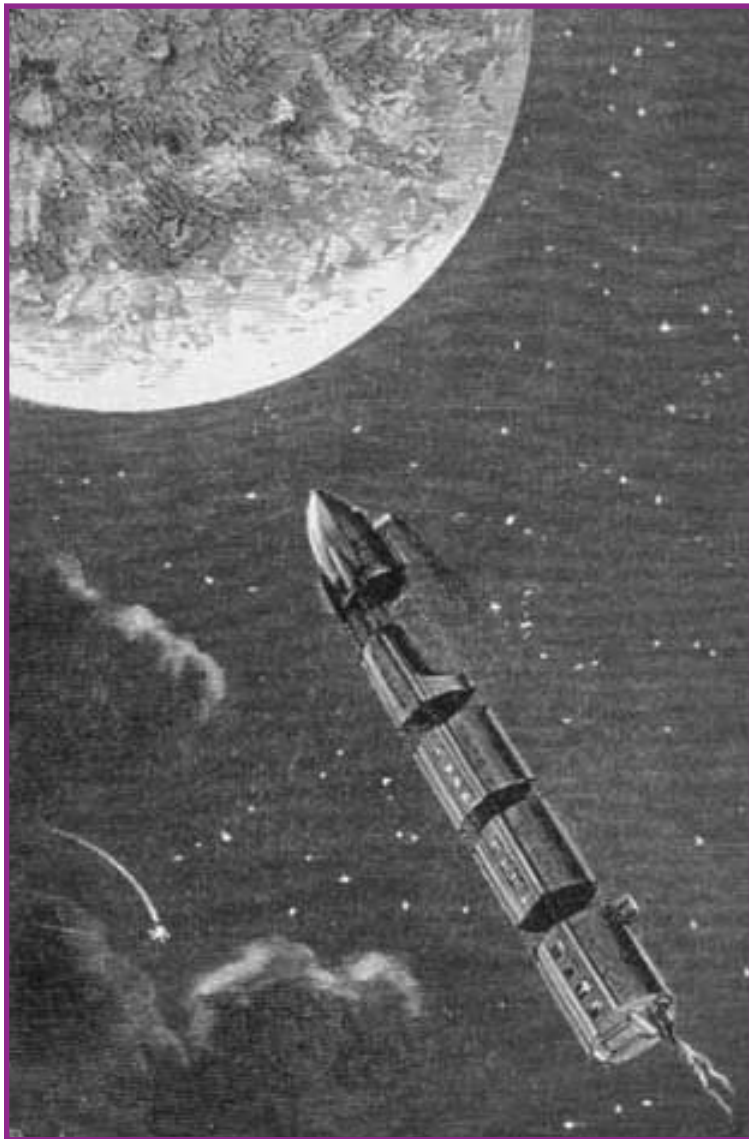
Relevant Standards: (H: T2, St 3A-3E: T3, St 5)

### Modern Explorations

Have your students review current explorations either from around the world or in outer space. [Ex: Review explorations from the 20th century of flight on earth or in space]

- Clifford V. Baker *Trip to the Moon*
- *Scrapbook of early aeronautica*
- *Leb Wohl! Da ist der Zeppelin, mit dem fahr nach Neuyork ich hin (Farewell! That is the Zeppelin in which I'll travel to New York)*

Relevant Standards (H: T2, St 3A-3E; T3, St 5)



### Students as Explorers

Have your students envision themselves as explorers. Where would they go, what obstacles would they encounter, and what would they discover when they reach their destinations? They can also include illustrations of plants and animals they might encounter. [Ex: Review fiction accounts of travel]

- Jules Verne (1828-1905) *From the Earth to the Moon Direct in Ninety-seven Hours and Twenty Minutes, and a Trip around it*. Trans. by Louis Mercier and Eleanor King
- Barthélemy Faujas de Saint-Fond (1741-1819) *Description des expériences de la machine aérostatique de MM. De Montgolfier (Description of the experiments of the Montgolfiers' aerial machine...)*

Relevant Standards (H: T4, St 8A-8C)

## Journeys of the Mind

History of technology, natural history, and physical sciences

The examples listed below each theme are available at [www.sil.si.edu/exhibitions/odyssey/mind.htm](http://www.sil.si.edu/exhibitions/odyssey/mind.htm), unless stated otherwise.

## Inventions & Technology

Inventions play a significant role in society. What are some of the most innovative creations of the last century? What invention could you not live without? {Ex: Review examples of inventions or innovative structures}

- Agostino Ramelli (1531-ca. 1600) *Le diverse et artificiose machine...* (*The various and ingenious machines...*)
  - Panama Canal, [www.sil.si.edu/Exhibitions/Make-the-Dirt-Fly](http://www.sil.si.edu/Exhibitions/Make-the-Dirt-Fly)
- Relevant Standards (H: T4, St 8A, 8C)

## Environment

What lives in your backyard? Ask the students to document and draw insects, plants and other living things outside their home or school. [Ex: Review examples of scientific illustration]

- *Crabs of Sagami Bay, collected by His Majesty the Emperor of Japan*
- *The Birds of New Guinea and the Adjacent Papua Islands*
- *Plantarum rariorum horti caesarei Schoenbrunnensis descriptiones et icones* (*Descriptions and pictures of rare plants in the gardens of Schönbrunn castle*)
- John James Audubon (1785-1851)  
[www.sil.si.edu/Exhibitions/Audubon/audubon.htm](http://www.sil.si.edu/Exhibitions/Audubon/audubon.htm)

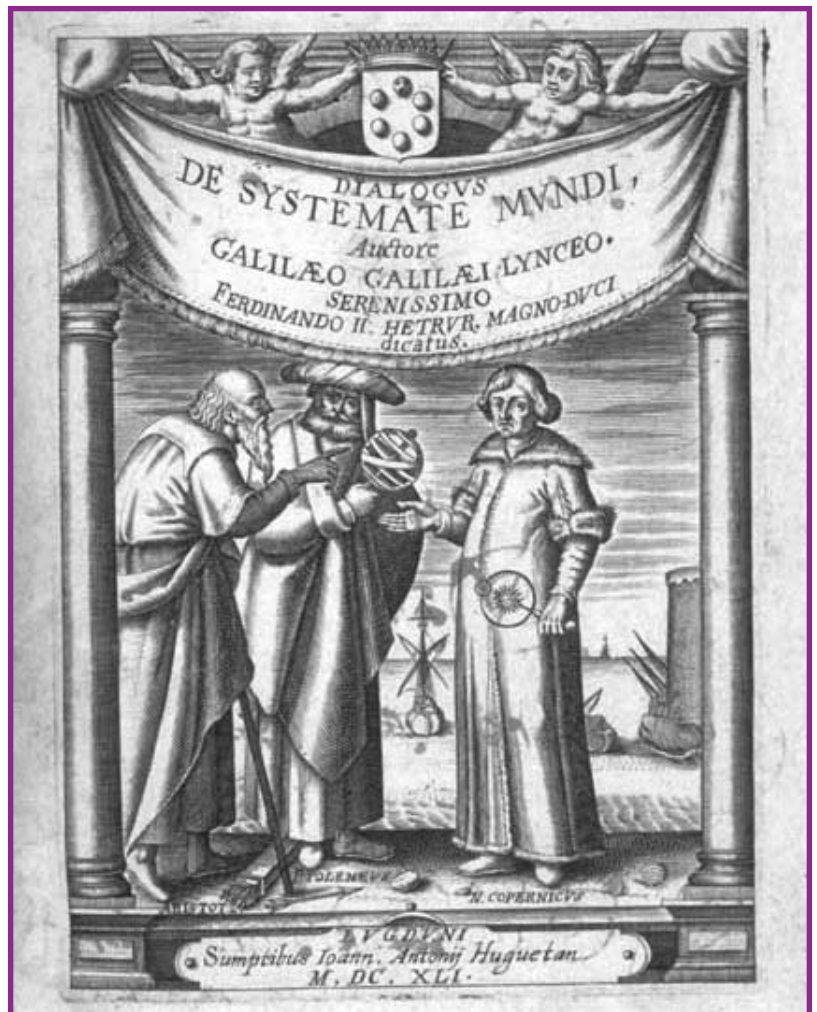
Relevant Standards (H: T4, St 8A)

## Extraordinary People

Students learn about the lives of extraordinary people that have made an impact on society. [Ex: Review the lives of famous scientists]

- Galileo Galilei, *Sidereus nuncius magna* (*The great starry messenger*) & *Systema cosmicum* (*System of the world*)
- Sir Issac Newton, *Opticks, or, A Treatise of the Reflections, Refractions, Inflections and Colours of Light*. 2nd ed.
- Nicolaus Copernicus, *De revolutionibus orbium coelestium, libri VI* (*On the revolutions of the celestial spheres*).

Relevant Standards (H: T4, St 8A, 8C)





## Journeys of the Imagination

Architecture, design, and the decorative arts

The examples listed below each theme are available at [www.sil.si.edu/exhibitions/odyssey/imagination.htm](http://www.sil.si.edu/exhibitions/odyssey/imagination.htm), unless stated otherwise.

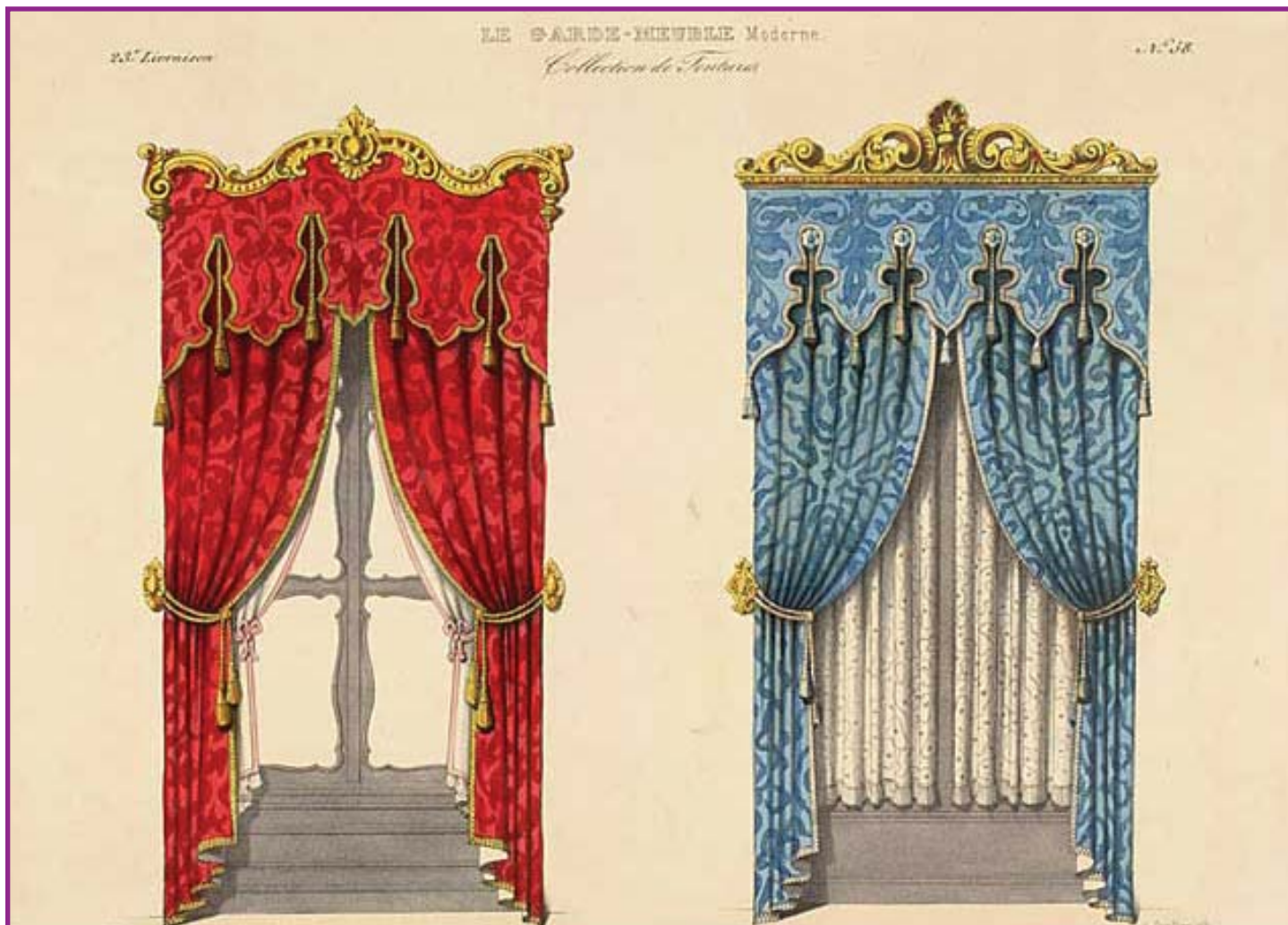
### ● Influential Artists

Artists can have a significant influence on society. Have the students imagine they are artists. What would they create that could have an impact on society? They could design space architecture or a new way to watch TV. [Ex: Review examples of artists who had an effect on science, design, etc. with their visions]

- *Le garde meuble (The furniture repository)*
  - Walter Crane, *A Romance of the Three Rs*
  - Albrecht Dürer, *Institutionum geometricarum (Geometric instruction)*
  - E. A. Séguy, *Papillons (Butterflies)*
  - American Indian Dress-- [www.sil.si.edu/DigitalCollections/BAE/Bulletin164/tptoc.htm](http://www.sil.si.edu/DigitalCollections/BAE/Bulletin164/tptoc.htm)
- Relevant Standards (H: T4, St 8A-8C)

### ● Invention & Design

Students envision themselves as inventors. They can design a new or improved form of transportation. [Ex: Review examples of inventions or innovations]



- *Evans Dual Purpose Streamline Auto-railers*
- *Doxford Opposed Piston Oil Engine*

Relevant Standards (H: T4, St 8B, 8C)

● **Marketing and Advertising**

Students can be businessmen/women. What are some ways to inform people about new ideas? [Ex: Review examples of past advertising/marketing]

- *Seeing the New York World's Fair*
- *A Magic World for Boys and Girls*
- Seed Catalogs
- *Boston Rubber Shoe Company* [Trade Literature]
- Dye lot samples
- Brick Veneer "*Honor-Bilt Modern Homes*"
- Spencerian pen nibs
- Lacquer samples

Relevant Standards (H: T4, St 8C)

● **Travel Guides**

Travel is a part of most people's lives. How do you choose where you want to travel? [Ex: Review examples of guides]

- *Kyoka fuso meisho zue: gohen* (Famous views of Japan: volume 5)
- *Miyako rinsen meisho zue* (Famous gardens and scenes of Kyoto)

Relevant Standards (H: T4, St 8C)

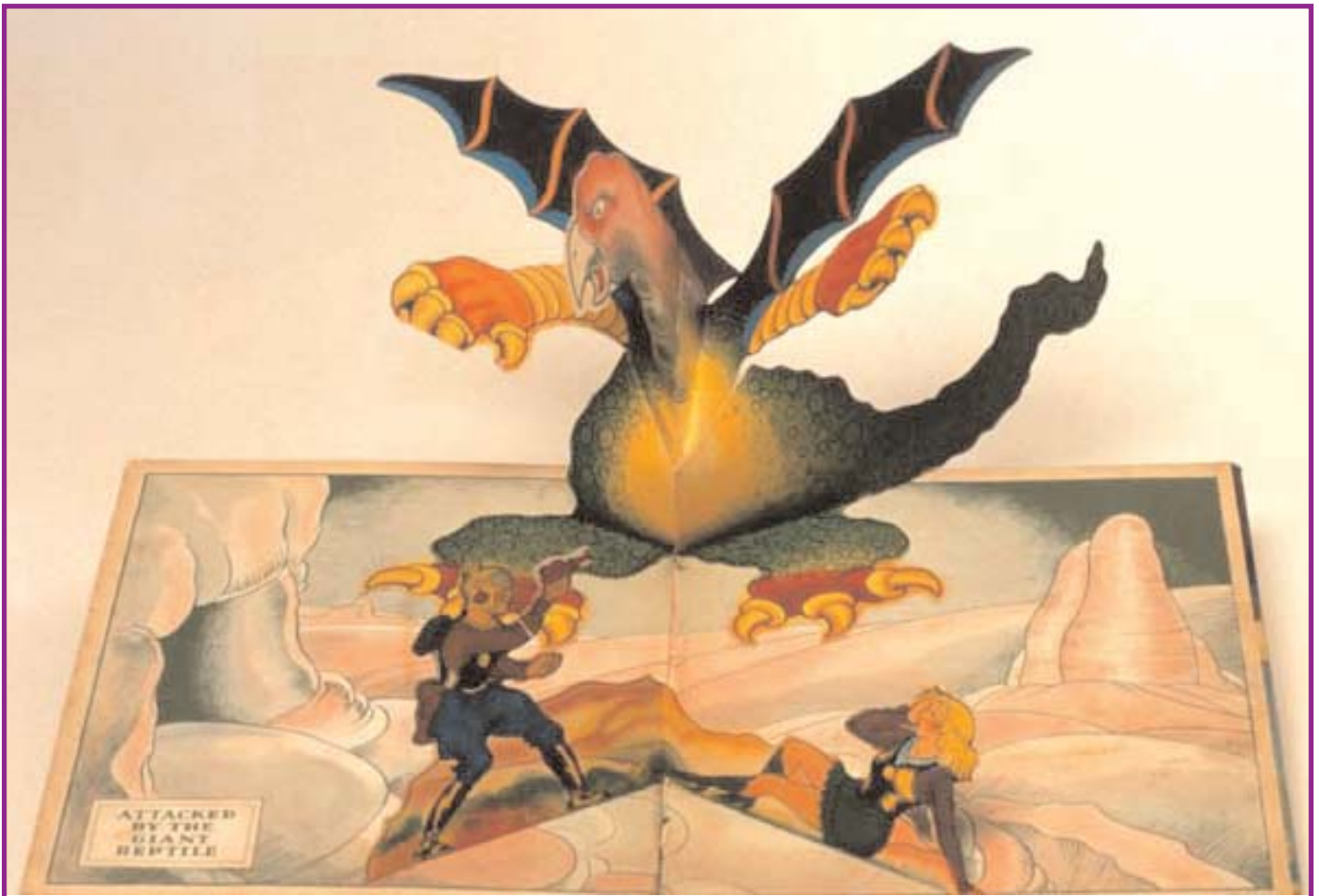
**Project**

Current Information Literacy Standards encourages collaboration between the library media specialist and classroom teacher in order to incorporate information literacy in all content areas. In keeping with this perspective, each of the following projects should be considered with a partnership. All of the activity ideas can be used with the themes listed in the previous section.



## Activity Suggestions

- Prepare an illustrated story chart or map
- Create a timeline
- Design and make puppets-present the story
- Write a biography
- Play a character and present their story
- Paint a mural sequencing the important parts of the story
- Create a poster advertising the story
- Create an informative pamphlet
- Construct a board game
- Write a journal as if you were that person (i.e. Christopher Columbus traveling the seas)
- Book Art. Have students create a book that defies the standard book design/format
- Pop-up Book. Have students create a 3-D book
- Create an illustrated picture book
- Pretend the class is a publishing company. Have the students each act in the role of the professionals needed to create a book (ex: Writing the story, designing the book, writing releases, editing, etc)
- Create a webpage
- Create a Hyper studio, PowerPoint, Kid Pix, Publisher, etc.
- Make a video
- Create an online picture book





## Variations on a Theme

Ideas for tailoring project to your own needs

- Choose your own time frame. This project can last a few class periods, over one day, or over a semester. Perhaps each lesson could be a different aspect of the project.
- Incorporate lessons on the use of reference materials. Introduce the thesaurus as a tool to write in a more creative manner.
- Individual or class project? Perhaps this could work as a group project with each student responsible for a different section.
- Choose more than one theme. Ex: Library media specialist chooses one theme from each section (Journey over Land and Sea, etc.) and students can choose from these.
- Create an exhibit of student work.
- Use as story time. Older students can use their books to do story time for younger students. (Fosters social skills and confidence)
- Create an after school program.

## National Standard Codes for History

The standards below relate to the codes located after each theme in the previous section.

### History

(H: T#, St# ?History: Topic#, Standard#)

### Topic 2 The History of Students' Own State or Region

**Standard 3A** The student understands the history of indigenous people who first lived in his or her state or region.

**Standard 3B** The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.

**Standard 3C** The student understands the various other groups from regions throughout the world who came into his or her own state or region over the long-ago and recent past.

**Standard 3D** The student understands the interactions among all these groups throughout the history of his or her state.

**Standard 3E** The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.

### Topic 3 The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage

**Standard 5** The student understands the movements of large groups of people into his or her own and other states in the United States now and long ago.

### Topic 4 The History of Peoples of Many Cultures Around the World

**Standard 8A** The student understands the development of technological innovations, the major scientists and inventors associated with them, and their social and economic effects.

**Standard 8B** The student understands changes in transportation and their effects.

**Standard 8C** The student understands changes in communication and their effects.

## Information Literacy Standards

These standards are taken from Information Power: Building Partnerships for Learning by the American Association of School Libraries and the Association for Educational Communications and Technology. Codes for these standards were not listed with the themes because each standard has the potential to fit with any of the proposed projects depending on how the project is facilitated by the library media specialist. Only the standards relevant to the themes have been listed.

### Category I. Information Literacy

The student who is information literate:

**Standard 1:** Accesses information efficiently and effectively, as described by the following indicators:

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information

**Standard 2:** Evaluates information critically and competently, as described by the following indicators:

- Selects information appropriate to the problem or question at hand.

**Standard 3:** Uses information accurately and creatively, as described by the following indicators:

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Applies information into one's own knowledge
- Produces and communicates information and ideas in appropriate formats.

### Category II: Independent Learning

The student who is an independent learner is information literate and:

**Standard 5:** Appreciates literature and other creative expressions of information, as described by the following indicators:

- Derives meaning from information presented creatively in a variety of formats
- Develops creative products in a variety of formats

**Standard 6:** Strives for excellence in information seeking and knowledge generation, as described by the following indicators:

- Assesses the quality of the process and products of personal information seeking

### Category III. Social Responsibility

The student who contributes positively to the learning community and to society in information literate and:

**Standard 7:** Recognizes the importance of information to a democratic society, as described by the following indicators:

- Seeks information from diverse sources, contexts, disciplines, and cultures

**Standard 8:** Practices ethical behavior in regard to information and information technology, as described by the following indicators:

- Respects intellectual property rights
- Uses information technology responsibly

**Standard 9:** Participates effectively in groups to pursue and generate information, as described by the following indicators:

- Shared knowledge and information with others
- Respects others' ideas and backgrounds and acknowledges their contributions
- Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions
- Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.

