

Information Safari

Purpose

Students will learn to locate information in texts by using organizational features and other resources.

Materials

For the teacher: chalk, chalkboard, map of Africa
For the student: paper, pencils, Internet access

Activity

A. Pre-Activity Preparation

1. Arrange an appropriate time for your class to visit the library.
2. Create a list of four or five African animals about which students will be able to find information in your library.

B. Pre-Activity Discussion

1. Give students some facts about a part of Africa (e.g., the climate, types of stories people tell, lifestyles, what the land looks like, etc.).
2. Discuss what types of animals can be found in Africa. Ask students what they know about these animals and what they would like to find out.
3. Write some of their questions on the chalkboard.
4. Take your class to the library and explain that they will be going on an information safari at the library to track down answers to some of these questions.

C. "On Safari"

1. Identify the librarian, library aide, and/or yourself as the leaders of the expedition.
2. Divide students into groups and assign them each an animal to research (e.g., lemurs, lions, cheetahs, giraffes, elephants, hippos).
3. Have each group research its topic in a different way: using the card catalogue and then the prefaces and indices of books; using an encyclopedia or dictionary on CD-ROM; finding and printing information from an Internet Web site; using periodicals and journals online or offline.

(continued)

EXTENDING THE ACTIVITY



Discuss how students made notes for their answers. Share information on quick and effective note taking and how students might organize their notes for a larger piece.

connecting across the curriculum



Science/Social Studies

Use this activity as a prelude to studying the natural environment of Africa.

Standards Links
4.2.5, 4.4.7

Activity (continued)

4. Have students take brief notes to share with the class.
5. Have each group check its answers using a different source of information.


D. Closing the Activity


1. When you have returned to the classroom, have student research groups share what they found.
2. Have the groups describe how they found their information.

Questions for Review

Basic Concepts and Processes

Determine students' knowledge by asking the following questions:

 If I want to do research on sailboats, what are three things I need to know to find information?

 How can you find information on water buffaloes in this encyclopedia [*indicate encyclopedia*]?
