

## Carousel Activity

This lesson is designed to help students ask good questions, think about credible sources of information, and prepare to conduct effective searches.

1. Each student needs a large piece of paper or poster board. Across the top of the paper, the students should write their topic. Underneath, the student should create three column headings:

Topic:		
Possible Credible Sources of Information (people and organizations)	What questions would you ask these sources?	How would you find each source? (internet sites, search terms, personal connections)

2. Posters/papers are taped around the classroom.

3. Students get into groups of 2-4. Each group needs a pen/marker. As a group, students should move around the room from poster to poster, putting suggestions in each column. Because there will be more posters than groups, as groups finish with one topic they can move to any open poster (in any order). Depending on the amount of time you have for this activity, groups do not need to respond to each topic. You may choose to limit the amount of time groups spend at each poster or to just keep track of the overall time.

4. After the allotted time, ask students to return to their own poster and take it down from the wall.

5. Give students time to ask clarifying questions of classmates. As a group, discuss the kinds of questions asked and the types of sources suggested. If you have begun a “sources of information” wall where you are keeping track of sources and their uses, you may wish to consult it or add to it at this time. This is also an opportunity for students to share any live resources they may know/have access to with one another.

6. If you plan to spend following classes doing computer searches, conclude this lesson with a discussion of search strategies. Students should leave the classroom with a good plan for finding information online and through live contacts.

### *Modifications:*

- Instead of a poster, students create the columns on a piece of paper. Before class, students ask several adults (other science teachers, their parents, etc.) to fill in the columns. When class begins, you can conduct the activity as written but students will have the benefit of seeing questions and possible resources modeled.
- If students are not writing articles, this activity can be used at the beginning of a unit. Students can generate a series of questions/topics they would like to know more about during the unit. After completing the above activity, students can get into small groups to do research throughout the unit. Final products could include PowerPoints or other kinds of presentations.
- A whole-group version of this activity can be used as a pre-reading strategy. Read the students the headline of an article and briefly explain the topic. Ask students to generate the above columns of information (as a whole class or in pairs) before you read the article. See if the sources the students wanted to hear from were included and if their questions were answered. Discuss the differences between what the students wanted to know/who they wanted to hear from and what was included in the article.