

The Action Plan for the Integrated Information Literacy Curriculum

Time	Big6 Stages	Instructional Contents	Student Learning Activities
Week 1 4 periods of class	TD* L&A ISS UI S	<ul style="list-style-type: none"> • Ms. Chang introduced various tribes of the native people in Taiwan. • Ms. Chang introduced several good websites and databases about the aboriginal people. • Ms. Chang facilitated group discussion. • Ms. Shen introduced the Big6 and taught students how to summarize, paraphrase and draw a concept map. 	<ul style="list-style-type: none"> • Students were organized into 6 groups. • Students learned the aboriginal era from the electronic information. • Students in groups discussed the topics they want to inquire. • Students wrote a short article about the native people. • Students decided the studied topics.
Week 2 5 periods of class	TD UI S	<ul style="list-style-type: none"> • Ms. Shen moved related books from the school library to the classroom. • Ms. Chang led each groups to think how to synthesize information. 	<ul style="list-style-type: none"> • Each group developed the concept map of the topic, and searched for the needed information. • Each group designed its presentation style.
Week 3 4 periods of class	UI S E	<ul style="list-style-type: none"> • Ms. Chang instructed each group how to present the researched topic. • Ms. Chang & Ms. Shen gave each groups their comments. 	<ul style="list-style-type: none"> • Each group practiced and refined its presentation. • Each group presented its findings in various forms. • Peer evaluated other groups' performance. • Students wrote reflection worksheets.
Week 4	TD	<ul style="list-style-type: none"> • Ms. Chang and students discussed the 	<ul style="list-style-type: none"> • Students studied a book titled Taiwan History.

6 periods of class	L&A ISS	<p>required reading.</p> <ul style="list-style-type: none"> Ms. Chang introduced the Taiwan Memory website to students and explained the inquiry assignment. Ms. Shen taught students visual literacy and interview skills. Ms. Change guided students to prepare interview questions. 	<ul style="list-style-type: none"> Students explored the website. Students looked for a suitable photograph and prepare the interview questions.
Week 5 4 periods of class	TD L&A	<ul style="list-style-type: none"> Ms. Chang explained the power of pictures by using several recent examples. Ms. Shen guided students to collect information by using the concept map and 5W1H. 	<ul style="list-style-type: none"> Students had an interview with the family's members. Students summarized the main points of interview. Students collected the background information of the photograph.
Week 6 3 periods of class	UI S	<ul style="list-style-type: none"> Ms. Chang and Ms. Shen instructed students to finish the poster with the story and photograph. 	<ul style="list-style-type: none"> Students completed a poster of <i>Telling a Story from an Old Picture</i>.
Week 7 4 periods of class	S E	<ul style="list-style-type: none"> Ms. Chang gave students a self-evaluation worksheet. Ms. Chang arranged the presentation based on the timeline. Ms. Chang prepared the needed 	<ul style="list-style-type: none"> Students finished a self-evaluation worksheet. Students presented their stories in turn according to the timeline. Students put questions to peers politely. Students wrote the reflection worksheet.

		<p>equipment for students' presentation.</p> <ul style="list-style-type: none"> • Ms. Chang and Ms. Shen encouraged students putting questions to peers. • Ms. Chang and Ms. Shen led students thinking over the relationship between the photographs and history. 	
Week 8	E	<ul style="list-style-type: none"> • Ms. Chang and Ms. Shen arranged a <i>Walking through the Timelines</i> with the posters. 	<ul style="list-style-type: none"> • Students visited freely the <i>Walking through the Timelines</i>, and wrote their ideas on the classroom BBS.