

SURVIVOR AT MADAGASCAR: THE LIBRARY QUEST

Lori Pringle, Library Media Specialist

Mary Myrick, Language Arts Teacher

Hiland High and Middle School, East Holmes Local Schools - Berlin, Ohio

The goal of this library quest is to get students actively involved in using INFOhio's Electronic Resources while working in cooperative groups. This activity is recommended for middle school students but could be adapted for other grades. Approximately two 40-minute class periods should be sufficient time to complete this activity with your students. If possible the first day should take place in a lab setting where every student will have access to a computer connected to the Internet. The second day should take place in the library media center. Our students absolutely loved this information packed quest!

Prior to the Quest:

- Take the number of students in your largest class. Divide that number by four. Select that number of colors. Each color will represent a tribe of approximately four students.
- Fold a piece of each color of paper to make a table sign.
- Cut four cards from each color (one card for each student in the class.)
- Duplicate the sheet of challenges on colored paper to match the tribe colors you selected above. Then cut the challenges apart and put one color set of challenges into a paper bag for each tribe. Label the outside of the bag with the color. (During the game each tribe will draw challenges from the bag that matches their tribe color.)

Day One: Reviewing for the Quest:

Show the Survivor PowerPoint presentation to the class using a computer projector. Ideally this should be done in a lab setting, where students can work on a computer throughout the presentation. At each slide give a brief description of the database. Click on the hyperlink to the Core Collection page (this may be different if you have modified the PowerPoint slides), click on the selected resource and briefly explain how that database works. Give the students a few minutes to explore the database. Then return to the PowerPoint and do the same with the next slide.

Day Two: The Survivor Quest:

- As the students enter the library, hand each student a colored card. Have the students go to the corresponding table to meet their fellow tribe members.
- Give the Tribes one minute to come up with a name. They should write their tribe name on the colored table sign and their color-coordinated bag of challenges. Share the tribal names.
- Review the objectives and rules of the quest and then let the quest begin!

Objectives of Quest:

- Tribe must work together to meet the challenges while on the island
- No one will be eliminated from your tribe
- Only one tribe member should come up to the desk to get a challenge or answer a challenge.
- Challenge must be successfully met before the tribe will be given the next challenge
- The tribe that successfully answers all the challenges will be named the champion and be rewarded with a treat (or if time runs out; the tribe that has answered the most will win!)

- When I say “let the challenge begin” one tribe member can come up to draw your first challenge from your bag.

Rules of Quest:

** These rules are based on the actual rules of the “Survivor” television show. Several actions will result in immediate elimination from the contest and expulsion from the island.

- Conspiring against another tribe (hiding items, etc)
 - Not working as a tribe (don’t let one person do it all)
 - Damaging anything on the island (any library resources or furniture)
 - Acting up or excessively loudness (don’t let others hear your answers)
-

Correlation with Ohio Academic Content Standards Benchmarks :

English Language Arts, grades 4-7:

- Make meaning through asking and responding to a variety of questions related to text.
- Use text features and graphics to organize, analyze, and draw inferences from context and to gain additional information.
- Locate and summarize important information from multiple sources.

Social Studies, grades 6-8:

- Work effectively in a group.

Technology (draft), grades 6-8:

- Select appropriate technology resources to solve problems and support learning.
- Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.
- Select, access and use appropriate electronic resources for a defined information need.

Correlation to Ohio Library Media Guidelines Benchmarks (draft), Grades 6-8:

- Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.
- Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible usage and ethical behavior when using library media materials.
- Use the online public access catalog to locate school library materials for classroom assignments and personal interests.
- Select, access and use appropriate electronic resources for a defined information need.