**Lesson Plan: Card Catalog Brainstorm**

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| **Activity Description** | **Resources** | **Time** |
| Summary: The card catalog brainstorm activity provides time for students to quietly reflect on their topics, and then to process their thoughts out loud by sharing their ideas with a partner.Learning Outcomes: * Students will develop a clearer picture of what they want to research for their assignment.
* Students will evaluate what they already know about their research topic and what they want to find out.

ACRL Framework for Information Literacy:This activity connects with the frames “Research as Inquiry” and “Searching as Strategic Exploration.”Instructions: 1. Explain that you’re going to start class with an opportunity for students to think more about their topics, and to share them out loud with other students. This will help students figure out what they already know about their topics, and what they still need to learn through the research process.
2. Pass out notecards to all students if you have not already done so, and make sure that everyone has a writing utensil.
3. Ask students to spend two minutes writing down everything they already know about their research topics. Start the timer and remind students they can use their phones or computers if they get stuck – the point is just to write as much as possible in two minutes. If students need more time, you can add an extra 30 seconds to the timer.
4. Next ask students to spend one minute writing down what they still need to learn about their topics. Encourage them to use Wikipedia, Google, and the library website to help them explore possible research paths.
5. Now ask students to find a partner — ideally, this is the person sitting closest to them.
6. Ask partners to choose who will be the speaker first and who will be the listener first. Explain that when the timer starts, the speaker will spend one minute talking about what they already know about their research topic and what they still want to learn. While the speaker talks, the listener can take notes or just listen.
7. After one minute, ask students to switch roles and repeat the process.
8. To conclude the exercise, ask partners to have a two-minute back and forth conversation where they share ideas and strategies for their partner’s research. What areas of focus might they choose? What kinds of sources might they look for? What questions still remain about their topic?

Extension Activity (if time permits):1. Ask for two volunteers to share what they learned from this exercise. You may follow up on students’ responses by asking what type of information they hope to find about their research topic, where they might search for that information, and what they learned by talking through their partner’s topic.
 | Required Materials:Each student needs at least one card catalog or notecard to complete this activity. * You can find old card catalogs at the Undergraduate Library in the staff area next to Melissa Salvanish’s desk.
* Students could also complete this activity with a Google Doc or a piece of scrap paper.

Prep:This activity is smoothest if you distribute a stack of notecards at each table before class begins. | **10 minutes** |