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Title: You Asked About Insects: Development of a Resource Book for Primary and Junior Grades

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Abstract: My experience as a presenter of science workshops to elementary school students and teachers led me to believe that there was a need for a resource book that answered the students questions about insects. My studies of curriculum development and in particular transformational education reinforced my philosophy that the students should have answers to the question that are important to them. My project was to produce and evaluate such a document that would be valuable to students and teachers. Elementary school children were surveyed to gather questions for the book. These questions were compiled, culled, categorized and answered to produce the resource book titled You Asked About Insects. After a pilot of the evaluation, copies of the book along with evaluation questionnaires for teachers for teachers and students were distributed to schools. Response to the student questionnaires was not adequate to draw conclusions. To gather more data, I travelled to a school and worked with the students to evaluate the book. My data shows that the book was well received by the students and the teachers. Teachers generally found it a good resource that had many answers and much information. It included information for which they previously would have had to refer to many different sources. Students were able to find the answers to the questions that they had about insects. They liked the format and were able to use the table of contents and the index to look up the answers to the questions they had.

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Identifying Primary and Secondary Sources Primary Source: a record made by people who saw or took part in an event (originates from the past) Secondary Source: a record of an event written by someone not there at the time Part 1: Directions: Determine whether the following are primary or secondary sources. Explain your reasoning in 1-2 COMPLETE SENTENCES. The story your grandfather tells you about his experience during the Korean War. This is a secondary source because it was a written letter. The Diary of Anne Frank - the published diary of a teenage girl who experiences the Holocaust first hand. This is a primary source because it is a written record. Your World History textbook or an encyclopedia. heart damage, brain damage, blindness. Types of Development in Insects. development. changes. Insects thrive in almost any habitat where life is possible. Some are found only in the Arctic regions, and some live only in deserts. Others thrive only in fresh water or only in brackish water. Many species of insects are able to tolerate both freezing and tropical temperatures. Certain parasitic insects spend much of their lives on or within the body of an animal host, where all the comforts of life—food, moisture, warmth, protection from enemies—are optimal. Other kinds of insects spend all or some part of their lives securely enclosed in a food plant. Some species have become remarkably versatile in order to meet the changing demands of the environment. notice to teachers References to Activities contained in these resources are provided 'as is' and information provided is on the understanding that teachers and technicians shall undertake a thorough and appropriate risk assessment before undertaking any of the Activities listed. Cambridge University Press makes no warranties, representations or claims of any kind concerning the Activities.