

ATTENTION: ✓ Librarian Teachers: ✓ Science ✓ Math ✓ English ✓ Technology

## Putting the Plan into Practice with a Timely Topic

Most of us know we need to update and replace our books about the Middle East. So let's use that as an example of how simple, but appropriate the plan is:

- Find out what you have on the Middle East. Use CollectionWiz to see what books you have in your collection in the Dewey areas of history (953, 955, 956), geography (915), religion (297), social issues (306, 390s), biography (900), etc.
- First weed using the aged list by Dewey. Pull the books on that list to check for condition, if illustrations are culturally sensitive, questionable content, etc.
- Fill the gaps with the best books possible. Do you need current information on important issues such as the Israeli Palestinian conflict or the life of contemporary teens in Israel? Use a reliable selection resource such as the Tami Al-Hazzá and Katherine Toth Bucher book *Books about the Middle East: Selecting and Using Them with Children and Adolescents* from Linworth Publishing to help you select culturally sensitive new and replacement materials.
- Provide access to Middle Eastern resources for teachers by providing suggested reading lists and lesson plans (from the Al-Hazzá and Bucher book) appropriate to their area of instruction and to students with engaging book displays, exciting book talks, and multiple tracings.

Developing your collection is a dynamic process that takes place over time. Continue with this process and your collection will have a balance that reflects your student body, your curriculum, your school goals, and your ideal collection.

*Books about the Middle East: Selecting and Using them with Children and Adolescents* includes chapters on the following subjects:

- ☉ The Middle East and Its Peoples
- ☉ General Literature about the Middle East
- ☉ Literature about
  - the Arabs of the Middle East
  - the Jews of the Middle East
  - other Peoples of the Middle East
    - Persians
    - Turks
    - Kurds
    - Armenians
- ☉ Integrating Literature about the Middle East into the Curriculum
- ☉ Teaching Ideas and Suggestions for Using the Books
- ☉ Works Cited

## Collection Development Step-by-Step

### The Plan

- **Assess** – Use your available resources to find out what you have, what is missing and what you need. Use a free, high-tech collection evaluation resource such as CollectionWiz™ ([www.capstonepub.com](http://www.capstonepub.com)), the new online collection analysis tool from Capstone Publishers. It will help you find gaps in your collection by offering aged title and call number reports, and recommended titles lists, including suggestions correlated to your state curriculum standards. It offers built-in searches by Sears subject headings, genres, and hi/lo and graphic novel formats.
- **Maintain/Weed** – An important next step is to weed any dated, worn, or stereotypical and culturally biased books. Watch for illustrations that perpetuate stereotypes. Continually conduct a visual scan of your collection and have volunteers help check the condition of books awaiting reshelving. Take a virtual trip to [www.sunlink.ucf.edu/weed](http://www.sunlink.ucf.edu/weed) to get some help spotting areas that are more likely to need weeding.
- **Replace/Acquire** – Read the reviews, prioritize, and select the best materials your budget can support. Let CollectionWiz and your professional books recommend replacements and acquisitions that are up-to-date, connected to your state standards, balanced, congruent with your school goals and curriculum, and promote voluntary free reading.
- **Collection Access for All** – In order to provide wide access to all patrons – students and teachers alike – make sure you have:
  - criteria for selection (appeal, need, curriculum, format, etc.)
  - targeted building-level achievement goals
  - suggestions for classroom use of all resources
  - representation on all sides of opposing issues

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