

Guided Inquiry Lesson: What is worth fighting for?

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For LIBM 461

Lesson Plan Outline:

1. Lesson Title: What is worth fighting for?

2. Lesson Author: Wendy Dickman. I have taught 7th-11th Grade English in my two years at Malta, MT, and five years on the Crow Reservation at Lodge Grass Jr./Sr. High School. This past year, I focused on finishing my Library Media Endorsement and worked as a Paraprofessional for the Columbia Falls School District for elementary school kids with Autism. I will finish my Montana Library Media Endorsement in August 2015.

3. Curriculum/Subject of Learning:

Language Arts:

- Biography
 - Find a biography about someone with a cause that you are passionate about
- Reading Journal
- Connect with History Projects
- Glogster Project
 - Include one video and sources to make the Glogster Project. Cite your sources in MLA (May use the same source between Language Arts and Social Studies).

Social Studies:

- Introduction: What is worth fighting for?
 - Brainstorm causes that might be interesting (American Indian Movement, Women's Rights, Animal Rights [PETA], Child Labor, NAACP, etc)

- Who are famous people associated with these causes?
- You will create a Google Doc Research Project
 - Use the information from the Biography in Language Arts Class
 - Inquiry Journal
 - Think/Pair/Share
 - Find media source on subject, read, use information correctly in project and cite using MLA

Library:

- Teach Genre Biography and Biography placement in the library
- Reading Journals/Inquiry Journals
- Introduce Glogster features/Google Doc
- Using Advanced Search on EBSCO Biography Reference Center and World Book online
- Teach Finding the right source (not Wikipedia)
- Teach citing using MLA

4. Grade Level of Lesson: 5th Grade

5. Lesson Duration: Unit will be five weeks. I will present a 60 minute lesson out of those six weeks in the Library.

6. Lesson Materials/Resources:

- Biography section of Library
- Smartboard
- Chrome Book/Computers

- Websites: <http://edu.glogster.com> and Google Docs <http://docs.google.com>
- Style Guide for possible MLA citations and the Owl at Purdue Site
<https://owl.english.purdue.edu/owl/resource/747/01/>
- EBSCO Biography Reference Center and World Book online

7. Lesson Overview/Rationale:

Students will conduct research into the question: What is worth fighting for? As investigators, they will explore important causes and famous people associated with them. They will choose a cause to investigate in groups of 2-4 people in Social Studies class for the Google Docs Research Project. For English, they will each choose a biography to read (multiple copies of biographies will allow some groups to read the same book) using reading journals before gathering into groups again to prepare their Glogster assignments. In the Library, students will learn the skills necessary for each class. Students will collaborate in teams of 2-4 to research Biographies, causes, famous people associated with them and what these people have contributed to these causes. Included in the final presentation of their project will be what students can do to help the causes.

Students will know:

- What causes they are passionate about, who are famous leaders for those causes and what role these people played in any changes that have happened.
- How to read a Biography and how we decide what information is valuable to answering a question.

- How to use MLA to cite sources.
- What elements are needed to create a quality presentation that others will understand.
- How technology (Glogster, Google Docs, Citation Guides, Videos and Media sources) can facilitate learning and communication of information.

8. Essential Questions/Focusing Questions of Lesson:

- What is worth fighting for?
- How can I use technology and the Library to find information?
- How do I collaborate with others?

9. Goals:

- Our students will be effective communicators.
- Our students will be ethical users of technology.
- Our students will use self-reflection and peer reflection on the thinking processes involved.
- Our students will use resources (Websites and Databases) to achieve their goals.

10. Objectives:

- Our graduates will be able to use OPAC to find Biography selections in the library.
- Our graduates will be able to find and use articles from EBSCO Biography Reference Center and World Book online.
- Our graduates will be able to prepare and deliver a Glogster project and Google Docs research project.

- Our graduates will be able to cite sources using MLA.

11. A-E Standards:

National—ISTE Nets:

1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes.
- b. Create original works as a means of personal or group expression.

2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

- d. Contribute to project teams to produce original works or solve problems.

3. Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry.

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation.

b. Plan and manage activities to develop a solution or complete a project.

c. Collect and analyze data to identify solutions and/or make informed decisions.

5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology.

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

6. Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems.

b. Select and use applications effectively and productively.

d. Transfer current knowledge to learning of new technologies.

National—AASL 21st Century Learner:

1. Inquire, think critically, and gain knowledge.

Kuhlthau, C.C., Maniotes, L.K. & Caspari, A.K. (2012). *Guided Inquiry Design: A Framework for Inquiry in your School*. Santa Barbara, CA: Libraries Unlimited.

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using the process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenging.
- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.5 Use information technology responsibly.

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.4 Seek appropriate help when it is needed.

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.4.1 Determine how to act on information.

2.4.3 Recognize new knowledge and understanding.

3. Share knowledge and participate ethically and productively as members of our democratic society.

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.6 Use information and technology ethically and responsibly.

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3 Demonstrate teamwork by working productively with others.
- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.7 Respect the principles of intellectual freedom.
- 3.4.2 Assess the quality and effectiveness of the learning product.
- 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

4. Pursue personal and aesthetic growth.

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.7 Use social networks and information tools to gather and share information.

4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.2 Recognize that resources are created for a variety of purposes.

4.4.1 Identify own areas of interest

4.4.2 Recognize the limits of own personal knowledge.

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

National—NCTE/IRA Standards for the English Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

National—National Council for Social Studies

I. Culture

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*, so that the learner can:

- a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
- c. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;

II. Time, Continuity, & Change

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so that the learner can:

- f. Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making and action-taking on public issues.

IV. Individual Development & Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can:

- e. Identify and describe ways family, groups, and community influence the individual's daily life and personal choices;

f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;

h. Work independently and cooperatively to accomplish goals.

V. Individuals, Groups, & Institutions

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can:

b. Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture;

c. Identify examples of institutions and describe the interactions of people with institutions;

e. Identify and describe examples of tensions between and individual's beliefs and government policies and laws;

f. Give examples of the role of institutions in furthering both continuity and change;

g. Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

VI. Power, Authority, & Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can:

c. Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict;

d. Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;

f. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;

h. Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

IX. Global Connections

Social studies programs should include experiences that provide for the study of *global connections and independence*, so that the learner can:

- b. Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations;
- d. Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species;
- e. Examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection;
- f. Investigate concerns, issues, standards, and conflicts related universal human rights, such as the treatment of children, religious groups, and effects of war.

State—Montana Curriculum: Information Literacy/Library Media

Information Literacy/Library Media Content Standard 1

To satisfy the requirements of Information Literacy/Library Media Content Standard 1, a student must: identify the task and determine the resources needed.

Benchmarks for Information Literacy/Library Media Content Standard 1 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 1 for a student at the end of grade 8 is the ability to:

- analyze the parts of the problem to be solved;
- identify information resources needed;
- evaluate and select appropriate resources.

Information Literacy/Library Media Content Standard 2

To satisfy the requirements of Information Literacy/Library Media Content Standard 2, a student must: locate sources, use information, and present findings.

Benchmarks for Information Literacy/Library Media Content Standard 2 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 2 for a student at the end of grade 8 is the ability to:

- Locate multiple resources using search tools;
- Evaluate resources;
- Locate information within multiple resources;
- Extract information from multiple resources needed to solve the problem;
- Organize and manage information to solve the problem;
- Create a product that presents findings.

Information Literacy/Library Media Content Standard 3

To satisfy the requirements of Information Literacy/Library Media Content Standard 3, a student must: evaluate the product and learning process.

Benchmarks for Information Literacy/Library Media Content Standard 3 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 3 for a student at the end of grade 8 is the ability to:

- Assess the quality and effectiveness of the product;
- Evaluate how the process met the need for information.

Information Literacy/Library Media Content Standard 4

To satisfy the requirements of Information Literacy/Library Media Content Standard 4, a student must: use information safely, ethically and legally.

Benchmarks for Information Literacy/Library Media Content Standard 4 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 4 for a student at the end of grade 8 is the ability to:

- Legally obtain, store and disseminate text, data, images or sounds;
- Appropriately credit ideas and works of others;
- Participate and collaborate in intellectual and social networks following safe and accepted practices.

Information Literacy/Library Media Content Standard 5

To satisfy the requirements of Information Literacy/Library Media Content Standard 5, a student must: pursue personal interests through literature and other creative expressions.

Benchmarks for Information Literacy/Library Media Content Standard 5 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 5 for a student at the end of grade 8 is the ability to:

- Use and respond to a variety of print and digital formats for pleasure and personal growth;
- Use and respond to a variety of genres for pleasure and personal growth;
- Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians;
- Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.

State—Montana Technology Standards

Technology Content Standard 1

The student will use digital tools and resources for problem solving and decision making.

By the end of Grade 8, student will:

- 1.2 Collect relevant data and information on a subject from a variety of digital resources.
- 1.3 Analyze and ethically use data and information from digital sources.
- 1.5 Share data and information ethically and appropriately cite sources.

Technology Content Standard 2

The student will collaborate and communicate globally in a digital environment.

By the end of Grade 8, student will:

- 2.3 Communicate the results of research and learning with others using digital tools.

Technology Content Standard 3

The student will apply digital tools and skills with creativity and innovation to express him/herself, construct knowledge and develop products and processes.

By the end of Grade 8, student will:

- 3.1 Apply a variety of digital tools for personal and group expression.
- 3.2 Use a variety of digital tools to create a product.
- 3.5 Use digital tools and skills to construct new personal understandings.

Technology Content Standard 4

The student will possess a functional understanding of technology concepts and operations.

By the end of Grade 8, Student will:

- 4.1 Apply and refine the skills needed to use communication, information and processing technologies.
- 4.3 Transfer current knowledge to learning of new technology skills.

State—Montana Common Core Standards: English Language Arts in History/Social Studies, etc.

Grade 5:

Reading Standards for Informational Text

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Include texts by and about American Indians.

Integration of Knowledge and Ideas

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Presentation of Knowledge and Ideas

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

State—Montana Common Core Standards: Social Studies

Social Studies Content Standard 1

Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

By the end of Grade 8, Students will:

1. apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
3. interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).

Social Studies Content Standard 2

Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

By the end of Grade 8, students will:

4. analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.
5. identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule).
6. explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).

Social Studies Content Standard 4

Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

By the end of Grade 8, students will:

1. interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.
3. use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens.
4. identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.

Social Studies Content Standard 6

Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

By the end of Grade 8, students will:

1. compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity.
3. identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.
5. explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.

12. Technology Used: Smartboard, Computers/Chromebooks, Websites:

<http://edu.glogster.com> and Google Docs <http://docs.google.com>, Style Guide for possible MLA citations and the Owl at Purdue Site <https://owl.english.purdue.edu/owl/resource/747/01/>, EBSCO Biography Reference Center and World Book online

13. A.-D. Collaboration: Classroom Teacher- Language Arts Teacher, Classroom Teacher- Social Studies Teacher, Teacher Librarian-Library Media Specialist, Guided Inquiry Instructional Team

14. Anticipatory Set/Object Based Learning (Lead-In):

As a class, sit in groups where you can see the Smartboard. The Library Media Specialist goes through EBSCO Biography Reference Center and World Book online, exploring their features. The LMS will use the American Indian Movement as an example with the biography of Dennis Banks or Russell Means as possibilities. The LMS will introduce the Inquiry Log shown below.

Inquiry Log		
Use this inquiry log from the Explore stage through the Create Stage		
	Explore	Gather
Track your choices Through the inquiry.	As you explore, check the box if you might use the source for your inquiry "Maybe"	As you gather, check the box if you will use the source for your inquiry. "Use it"
Cite all your sources.		
	Source Citation Maybe Dip In	Notes: What makes it useful? Use it Go Deep
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Example Source:1. Dennis Banks

Citation: "Banks, Dennis." *Academic World Book*. World Book, 2015. Web. 23 Apr. 2015.

(found at bottom of Academic Worldbook entry under MLA)

What makes it useful?Describes one of the leaders of the American Indian Movement.

(20 minutes)

15. Process Model and Information and Technology Literacy Activities: Big6

1. Task Definition:

Week 1:

Kuhlthau, C.C., Maniotes, L.K. & Caspari, A.K. (2012). *Guided Inquiry Design: A Framework for Inquiry in your School*. Santa Barbara, CA: Libraries Unlimited.

Language Arts:

- The Language Arts teacher will explain the Language Arts Biography Glogster project, showing Glogster examples on Smartboard, explaining expectations and rubric.
- Brainstorm important causes and research famous people involved
- Classroom Teacher (CT) and Library Media Specialist (LMS) will lead students to be able to define a biography, use the OPAC to search for a biography, find the Biography section of the library, and begin reading a biography related to Language Arts/History projects.
- Introduce Reading Journal.
- Create groups of 2-4 people to work on Language Arts/History Projects. Choose a cause and important people to research.

Social Studies:

- The Social Studies teacher will explain the “What is worth fighting for?” Google Docs Research Project, showing examples on Smartboard, explaining expectations and rubric.
- Gather in groups of 2-4 people. Choose cause to research and famous people involved with it by Friday.
- Introduce and reflect in Inquiry Journal. Choose cause and famous people involved by Friday.

Library:

- Define a Biography
- Using a Smartboard, go through the steps of OPAC and show students the Biography section of the library.

- Use Chromebooks to research famous people involved with causes.
- Check out Biography books to begin reading.

2-3. Information Seeking Strategies and Location and Access:

Week 2:

Language Arts:

- Read Biography
- Write in Reading Journals
- (Two days). In groups, look at <http://edu.glogster.com> on Chrome Books. Explore the features, look at what Glogster format you want to use, think about what video clip about your cause that you want to use in your Glogster.
- Learn how to cite a video clip and the Biography using MLA.

Social Studies:

- Classroom Teacher (CT) and Library Media Specialist (LMS) will lead students to be able to research using EBSCO Biography Research Center and World Book Online (especially Academic) in groups.
- Students will use Inquiry Journals for the search for sources and later for Composing.
- Write down search for sources and citations
- (Two days) In groups, work on Google Docs <http://docs.google.com>. Create slides with pictures and information **in your own words**.

Library:

- Present EBSCO Biography Research Center and World Book Online (especially Academic)
- Present Inquiry Journals for the search for sources and later for Composing.
- In groups, work on Inquiry Journals and Glogster and Google Docs presentations.

4. Use of information:

Week 3:

Language Arts:

- Continue Reading Biography
- Use Reading Journals: Take notes on information about Biography. Present MLA Citations of Biography, Video clip, and pictures from internet for Glogster.
- (Two days) Work on Glogster presentation, finding pictures, video clip, and MLA Citations of ALL information used, as well as notes from Biography.

Social Studies:

- In groups, read and take notes on articles found on EBSCO Biography Reference Center and World Book Online using Inquiry Journals.
- Find pictures and use notes for Google Docs Research Presentation.
- Present citations for all information used with MLA.
- (Two days) Work on Google Docs Research Presentations, adding slides, pictures, notes and MLA citations for ALL information used.

Library:

- In groups, work on research Inquiry Journals

- Finish Research Articles for Social Studies Project. Read articles and take notes on Inquiry Journals.
- In groups, work on Glogster and Google Docs Research Project.

5. Synthesis:

Week 4:

Language Arts:

- Finish Biography and Reading Journal. Use Reading Journal to work on Glogster project.
- In groups, synthesize the combined information to construct a presentation.
- Work on Glogster Presentation.

Social Studies:

- Finish Biographical articles and Inquiry Journal. Use Inquiry Journal to work on Google Docs Research Project.
- In groups, synthesize the combined information to construct a presentation.
- Work on Google Docs Research Presentation.

Library:

- Assist with groups in citation help, Glogster help and Google Docs Research Presentation help.

6. Evaluation

Week 5:

Kuhlthau, C.C., Maniotes, L.K. & Caspari, A.K. (2012). *Guided Inquiry Design: A Framework for Inquiry in your School*. Santa Barbara, CA: Libraries Unlimited.

Language Arts/Social Studies/Library:

- Present Projects for Glogster and Google Docs Research Project
- Turn in Reading Journals and Inquiry Journals for grading
- Send Glogster and Google Docs Research Project to Language Arts/Social Studies Teachers by e-mail.
- Return Biographies.
- Fill out self-evaluation and an evaluation of how each of your peers worked in group.
- Teachers will use rubric to evaluate presentation and citations, journals, etc.

16. Step by Step activities and Process Models:

****I went through the weekly activities for each Classroom Teacher (CT) and Library Media Specialist (LMS). Instead of repeating that, I will just include the 60-minute lesson from the unit that I chose to present.****

1. As a class, sit in groups where you can see the Smartboard. The Library Media Specialist goes through EBSCO Biography Reference Center and World Book online, exploring their features. The LMS will use the American Indian Movement as an example with the biography of Dennis Banks or Russell Means as possibilities. The LMS will introduce the Inquiry Log shown below.

Inquiry Log		
Use this inquiry log from the Explore stage through the Create Stage		
	Explore	Gather
Track your choices Through the inquiry.	As you explore, check the box if you might use the source for your inquiry "Maybe"	As you gather, check the box if you will use the source for your inquiry. "Use it"
Cite all your sources.		
	Source Citation Maybe Dip In	Notes: What makes it useful? Use it Go Deep
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Example Source:1. Dennis Banks

Citation: "Banks, Dennis." *Academic World Book*. World Book, 2015. Web. 23 Apr. 2015.

(found at bottom of Academic Worldbook entry under MLA)

What makes it useful?Describes one of the leaders of the American Indian Movement.

(20 minutes)

2. Break into Inquiry Groups. Using Chromebooks, work on finding sources for “What is worth fighting for?” using EBSCO Biography Reference Center and World Book Online. The LMS will go from group to group giving assistance, using questions such as “How are you doing

with your search? Do you know how to send sources to your e-mail? Any questions about using Inquiry Journals to cite your search?" **(30 minutes)**

- Use Inquiry Journals individually to answer questions about the day.

Organize Inquiry Circles: Learning in Small Groups
Inquiry Journals for Composing

Inquiry Journal Prompts	
Inquiry Journal Prompts	Interesting Ideas to Explore
Write three things you learned in today's session.	I learned that...
Write about something that surprised you or was new to you.	I was surprised that...
Write something that you already knew about. Tell how you know.	I knew that...
List some ideas that seem interesting to you.	Interesting ideas I have are...
List ideas that you want to know more about.	I would like to know more about...

(10 minutes)

- When students have finished Inquiry Journals, return Chromebooks and line up to return to class.

17. Lesson Closure/Object Based Learning (Reflect Anticipatory Set):

Use Inquiry Journals individually to answer questions about the day.

Organize Inquiry Circles: Learning in Small Groups
Inquiry Journals for Composing

Inquiry Journal Prompts	
Inquiry Journal Prompts	Interesting Ideas to Explore
Write three things you learned in today's session.	I learned that...
Write about something that surprised you or was new to you.	I was surprised that...

Write something that you already knew about. Tell how you know.	I knew that...
List some ideas that seem interesting to you.	Interesting ideas I have are...
List ideas that you want to know more about.	I would like to know more about...

(10 minutes)

When students have finished Inquiry Journals, return Chromebooks and line up to return to class.

18. Lesson Evaluation/Assignments/Handouts/Teaching Materials:

Lesson Evaluation:

In creating this lesson, I based it on a 60-minute period, realizing that 5th Grade classes may range from 40 minutes up. This class can be broken into two days if need be. In the overview/rationale, I believe that students will come away with a further knowledge of what issues and causes they care about, the people involved with those causes, MLA citation skills, technology and cooperation skills. As for goals, students will need to be effective communicators to negotiate the inquiry group and present their Glogster and Google Docs Research paper. By citing every source, picture and video clip using MLA, students will be ethical users of technology. By reflecting on themselves and their peers throughout and at the end of the process, students will gain a picture of what cooperation and independent learning look like. Using websites and databases is woven through this unit.

Finally, with my objectives, students will learn to use OPAC to find the Biography resources in the library, as well as where to find Biographies and how to choose them for

research purposes. Students will be able to use technology to further their knowledge, will be able to cite using MLA and use websites and databases.

Pickering, N.P, Crow, S.R. and Franklin, L.L. (2011) state that “the success of authentic assessment lies with teachers who have the ability to make the connections between an academic subject and real-world applications at levels appropriate and consistent with a student’s development and background knowledge” (p.188). Rather than lecturing Civil Rights in the past and today, teachers can use this unit to teach Biography, Reading and Inquiry Journals, Technology, and students will explore their passions, issues and concerns. Whether it is Gun Rights or Animal Rights, students will learn more about the people and causes that they are passionate about. This is authentic assessment.

Lesson Assignments:

In my lesson, students will use information seeking strategies and location and access from the Big6 to seek information using EBSCO Biography Reference Center and World Book Online. They will collaborate with the LMS and their peers to find sources for their Social Studies project. As an inquiry group, they will cite their sources in the search. As individuals, students will self-reflect on what they learned.

Handouts/Teaching Materials:

Language Arts:

- Students will need a paper to understand how their Biographies will feed into the collaboration between Language Arts, Social Studies and Library
- Rubrics for Glogster Project and Presentation of Glogster Project

- MLA Style Guide for Books, Video Clips, internet articles from a website and pictures from the internet (provided by LMS)
- Reading Journals for all students (to be turned in at end of unit) and Reading Journal prompts
- Self- and Peer-Evaluations for working as an inquiry group and individually

Social Studies

- Students will need a paper to understand how their Google Docs Research Project will fit in with the collaboration between Language Arts, Social Studies and the Library.
- Rubrics for Google Docs Research Project and Presentation
- MLA Style Guide for Books, Video Clips, internet articles from a website and pictures from the internet (provided by LMS)
- Inquiry Journals for all students (to be turned in at the end of unit) and Inquiry Journal prompts (examples are in Kuhlthau's *Guided Inquiry Design: A Framework for Inquiry in your School*)
- Handouts for EBSCO Biography Reference Center and World Book Online (provided by LMS)
- Self- and Peer-Evaluations for working as an inquiry group and individually.

Library

- Students will need a handout on expectations in the Library during the collaboration between Language Arts, Social Studies and the Library
- Observation Charts to be used throughout (examples are in Kuhlthau's *Guided Inquiry Design: A Framework for Inquiry in your School*).

- Handouts on the importance of Biographies, how to use OPAC to find them and where they are located in the Library
- MLA Style Guide for Books, Video Clips, internet articles from a website and pictures from the internet
- Inquiry Journal prompts (examples are in Kuhlthau's *Guided Inquiry Design: A Framework for Inquiry in your School*)
- Handouts for EBSCO Biography Reference Center and World Book Online
- All rubrics from the Language Arts and Social Studies classes for students to use as a reference point.

19. Connection to Other Curricular Areas:

- Language Arts: Reading and analyzing a Biography, Use of Reading Journal, Use of MLA citations, Use of Video clip/pictures/Notes for Glogster Project.
- Social Studies: Background of Civil Rights movements: What is worth fighting for?— Causes and Issues of personal importance, research project about Famous leaders of causes or movements (such as the American Indian Movement, Women's Rights, etc.), use of MLA citations, Use of pictures and notes for Google Docs Research Presentation
- Technology: Smartboards (in classrooms and library), Chromebooks and Computers, <http://edu.glogster.com>, <http://docs.google.com>, OWL at Purdue website for MLA, EBSCO Biography Reference Center and World Book Online.
- Library Media: Teaching the use of the Biography section of the library, how to use OPAC, the definition of Biography as a genre, finding sources, using Inquiry and Reading Journals, citing sources, and technology assistance.

20. Adapted Learning:

6. Rural/Urban: In rural areas, locate the nearest Videocast and have students take a field trip there (if it is not in your school). Have students take a virtual tour of a Civil Rights Museum (for example, in Atlanta, GA). Even better would be to find someone who participated or led a Civil Rights Movement and connect with them via Videocast. Most rural areas are gearing up with technology, but if students are lacking technology access, visit the local library. In urban areas, visit a Civil Rights Museum as background for this unit.

7. Adaptations (for students with Learning Disabilities): Use the voice option on computers with headphones, so students can hear the words on the screen. Students may choose a Biography along their reading levels to read, and Inquiry and Reading Journal assignments may be shortened up as needed. In working with Inquiry groups, facilitate learning and be a constant presence as an educator to assist with projects. Student will be expected to contribute to the best of his/her abilities.

8. Extensions (for Gifted Students): Students will take an individual approach to these projects, working on the cause or movement that they choose. Students will describe trends of these movements throughout history, detailing what changes have been made and, in their opinion, what changes still need to be made. Along with their Biographies, students will research prominent leaders and what qualities are needed to be such a leader.

21. Works Cited/Resources:

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