

Lib461

Julie Leary

Inquiry Lesson

May 3, 2015

1. Title: What's in a Name – Alaska Place Names

2. Author: Julie Leary, library media specialist (LMS) and classroom teacher (CT)
Elementary Librarian K-5

3. Curriculum/Subject of Lesson: Social Studies/Language Arts/Information Literacy

Studying about Alaska: including regions, geography, culture, languages,

Students will use the library to conduct research on the place names of their choice. The LMS will offer mini-lessons time, and materials and assistance to complete research on their places.

4. Grade Level of Lesson: Intended for Middle school – could be adjusted to other grades.

5. Lesson Duration:

5, 15, 16 combined

6. Lesson Materials/Resources:

Computers, presentation apps/software such as Google Slides, Prezi, Slideshare, Slide.ly; Dictionary of Alaska Place Names, Library Catalog

Google Docs for journal based on handout

Materials/Handouts/Evaluation Documents - see end of document

Student to students

Rubric/Evaluation

Scaffolding handout for ESL and Spec. Ed.

(some students may be required to submit 2-3 places depending on ability)

Places in Alaska handout

Handout for Journal

Note taking guide

Web sources

Juneau Empire A Name Restored

<http://juneauempire.com/art/2015-04-15/known-name>

Lingit Yoo X'atangi - The Tlingit Language

Place Names

<http://tingitlanguage.com/placenames-2/>

Juneau Empire: A New Kind of Atlas for Southeast

<http://juneauempire.com/art/2012-04-19/new-kind-atlas-southeast#.UXmHI7Up9Cs>

Alaska Native Language Archive – Alaska Native Place Names

<https://www.uaf.edu/anla/collections/map/names/>

Wikipedia List of Places in Alaska

http://en.wikipedia.org/wiki/List_of_places_in_Alaska_%28C%29

I Love Alaska

<http://ilovealaska.com/>

State of Alaska- Alaska Kids Corner

<http://alaska.gov/kids/learn/region.htm>

LitSiteAlaska

<http://www.litsite.org/index.cfm>

Alaska Kids

<http://www.alaskakids.org/index.cfm/know-alaska/Alaska-Geography/Regions>

Sled Databases

<http://sled.alaska.edu/databases/>

Dictionary of Alaska Place Names

<http://www.dggs.dnr.state.ak.us/webpubs/usgs/p/text/p0567.PDF>

(Geographic names for Alaska. This is a LARGE .pdf file and will take a long time to download).

7. Rational/Objectives

Studying Alaska is part of the Middle School Curriculum. This lesson “*What’s in a Name*”- *Alaska Place Names* will be part of a bigger unit on Alaska. The lesson will integrate Social Studies, Language Arts and Information Literacy, including technology. This lesson will start at the beginning of the unit so students can access and activate background knowledge about Alaska to prepare for the full unit. It will also include presentation skills – at the completion of the

Lib461

Julie Leary

Inquiry Lesson

May 3, 2015

lesson, students will present their findings. This lesson incorporates place based education and cultural studies. It includes indigenous cultures of Alaska. Overarching question: How are we connected to the land?

8. Essential Questions

What is historical perspective?

How is history relevant to you?

How does geography inform history and vice versa?

How does culture play a part in our understanding of our world?

9. Goals

Students will effectively research a topic and present their findings.

10. Objectives:

Students will

Content

- Show the place on the map
- Know which of the 5 distinct regions of Alaska these places are located?
 - Far North/Arctic
 - Interior
 - Southwest
 - Southcentral
 - Southeast
- Find at least three interesting things about four places in Alaska – ask questions about the place
- Know the reason for the name of the places
- Know whether or not the place has an indigenous name (tribe/group) and/or English name and some history about the place and/or name

Information Literacy outcomes

- Answer the question: how did you research your places
- Know how to cite sources
- Will determine the quality of the sources
- Evaluate sources – Wikipedia versus other websites, print sources
- Will know the difference between a primary source (interview with an elder) and a secondary source

Technology

- Know how to create a multimedia presentation

Critical Thinking

- Consider names of places – why or why not might original/indigenous names be important to a culture or particular geographical area
- Ask what new questions do I have now about the places and/or Alaska
- Consider their view and whether or not they changed their mind regarding the article about the renaming of the Juneau Peak? If so, how?
- Ask new questions about place names?

11. Standards

See separate attachment

12. Technology Used

See Materials Used

13. Collaboration

Library Media Specialist (LMS), and Classroom Teacher (CT) Indian Studies teacher would help with scheduling Elders for interviews and to talk with students, and answer questions about language, place, and other cultural questions

If possible an Instructional Coach and a Technology Teacher would assist.

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

This part will be done with both the LMS and CT

Read the newspaper article about the name of the Mountain in Juneau. Discussion about how it came to be. Should other place names in Juneau, or Alaska be changed or returned to their original indigenous name?

Lib461

Julie Leary

Inquiry Lesson

May 3, 2015

Invite guest speaker to discuss the article, and the process.

This article will spark discussion and get students interested in place names around Alaska.

Article can be found here.

<http://www.adn.com/article/20150412/peak-ridge-above-juneau-gets-its-tingit-name-officially-restored>

Read and discuss article using Socratic Seminar

Information on Socratic seminar is found here

www.nhcs.net/stae/...teacher%20tools/Socratic_Seminars-Directions.doc

<https://www.nwabr.org/sites/default/files/SocSem.pdf> - cut and paste into URL area, otherwise it does not work.

5, 15 and 16 are combined

15. Process Model and Information and Technology Literacy Activities:

16. Step-by-Step activities and Process Models:

Throughout the project students will have an opportunity to reflect on the process. They will use Google Docs so they can share their reflection with the LMS and CT. Teachers can gather anecdotal evidence and look for understanding and misconceptions. Formative assessment can occur during this time and during the lessons and activities. The duration of the lessons is flexible; I've only counted library periods. The classroom teacher will have students working during class time as well.

Task Definition

Activity: Review rubric. What makes a good question?

Duration – 45 minutes

Students will ask three questions and/or “I wonder” about their 4 Alaskan communities and research to find the answers. Students will demonstrate the ability to formulate questions based on subject areas.

Activity: Review sources and the information each provides and the limitations of each source including: Almanacs, Atlas, Magazines, Books, Encyclopedia, Special Reference like Alaska Dictionary of Place names, Gazetteer, Milepost, Internet.

Duration - 45 minutes

After crafting questions, students will then suggest suitable sources to use to find answers to their questions.

Information Seeking

Activity: Key word searching

Duration 2 periods 45 minutes each

See Common Sense Media <https://www.common sense media.org/educators/lesson/strategic-searching-6-8>

Each student will brainstorm a list of possible sources including interviewing a person/elder based on their questions.

They demonstrate the ability to select the most appropriate sources out of the list to meet the information needs.

Location and Access

Activity: No direction except for students to find appropriate sources

Duration: 2 periods 45 minutes each

After searching on their own (my intention is to create some dissonance, perhaps frustration and let students figure things out.) a variety of reference sources will be available that they can use along with the sources they found. Students will demonstrate the ability to locate sources on the Internet, in the library-on the shelves, and/or to arrange an interview; students will be able to use text features to aid in locating information.

Use information

Activity: Review primary sources and how to conduct an interview, citing sources, note taking, and review how to use an index.

Duration: 2 periods 45 minutes each

Students will read, hear, and/or view the information and take notes from their sources. If they are going to conduct an interview, they will create questions for the person they are interviewing. Decide if it will be an in-person interview or an e-mail interview.

Synthesis

Activity: review of presentation application Google Slide, or Slide.ly or other favorite.

Duration: 2 periods 45 minutes each

Students will organize their information and create their presentation

Lib461

Julie Leary

Inquiry Lesson

May 3, 2015

Students will demonstrate the ability to use a multimedia presentation app or software.

Evaluation:

Duration 1 period 45 minutes

Evaluation has been ongoing throughout the project

Rubric with comments and self-evaluation will be attached to project.

Students will demonstrate the ability to evaluate multimedia presentations for both content and format.

Students will demonstrate the ability to reflect on the habits of work during the project.

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

Read and research information on the controversy regarding the names of the Alaskan mountain in Denali National Park - Mount McKinley, or Denali – discuss the issue and decide your stance - should the name be changed to Denali, or stay Mount McKinley? – used evidence and details from information sources to support your opinion. Explore the connections between indigenous place naming and environmental knowledge and history. What are the cultural ramifications of naming places?

Use of Socratic seminar – see Anticipatory Set number 14.

E-mail or Skype, Google Hangout with guest speaker about the lesson and any changes in point of view

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

See end of document for handouts, teaching materials, evaluations, etc.

Authentic assessment can occur throughout this project. The Google Docs shared journal will be one method to assess as we go along through the project. The rubric and student presentation handout will also be used as assessment tools.

19. Connection to Other Curricular Areas:

These lessons tie into history, geography, language arts, social studies, information literacy and cultural studies. Another curricular area could be government and citizenship. Students could go to the City and borough and ask about the process for naming places. They could submit an application for a name change.

20. Adapted Learning

4. Race/Culture/Ethnicity Considerations

The project is “Place Based” so it takes into account different cultures in Alaska. It also considers viewpoints from different cultures.

7. Adaptations

See scaffolding handout. Also students in ESL may work with the ESL teacher to help with the project. Special Education students may work with their Para educator and/or Special Education Teacher. They may have the project requirements reduced, or use a different format to complete the project. It would depend on their specific challenge.

8.

Extension:

How do your places relate to each other, to Alaska, the US, the world?

Continue with – What’s in Your Name? Students will research their own name and genealogy within their community and the larger world.

21. Resources

References

Alaska Cultural Standards For Students

<https://education.alaska.gov/akstandards/#c3gtabs-cultural>

Alaska Department of Education and Early Development

<http://education.alaska.gov/akstandards/app/#/Subjects/1>

Lib461

Julie Leary

Inquiry Lesson

May 3, 2015

AASL American Association of School Libraries

Reading Standards for Literacy in History/Social Studies Crosswalk - Grades 6-8

<http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk/cchsixth>

American Association of School Libraries AASL Standards for the 21st Century Learner

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

Anchorage School District

<http://www.asdk12.org/depts/socialstudies/MS/>

Common Sense Media <https://www.common sense media.org/educators/lesson/strategic-searching-6-8>

Eisenberg, M., Berkowitz, R. E. (1999) *Teaching Information & Technology Skills: The Big 6 in Elementary School*. Worthington, OH: Linworth Pub.

ISTE International Society for Technology and Education

<http://www.iste.org/standards/ISTE-standards/standards-for-students>

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

Orth, D. J. *Dictionary of Alaska Place Names*. (1971) Washington: U.S. G.P.O.

Materials/Handouts/Evaluation

Rubric

	Meets	Exceeds	In Progress
Content	<ul style="list-style-type: none"> Includes three interesting pieces of information about each place Includes the reason for the name Includes where and what region the places are on the map Research is adequate 	<p><i>All Meets</i></p> <ul style="list-style-type: none"> Information is in-depth Connections/R effects are made Research is in-depth 	<ul style="list-style-type: none"> Has fewer than three interesting pieces of information Competed fewer than four places Does not know where the place is on a map Does not know what region the place belongs Research is limited.
Communication	<ul style="list-style-type: none"> Written in a logical order with few to no spelling errors. Place is spelled correctly Resource list is included Presentation of information is clear and practiced 	<p><i>All Meets</i></p> <ul style="list-style-type: none"> Vocabulary is sophisticated and precise Audience gains further knowledge and feels they learned important facts/details 	<ul style="list-style-type: none"> Work is insufficiently organized Place is spelled incorrectly Some sentences don't make sense, fragments or incomplete thoughts Reference list is missing or incomplete Presentation is unclear, does not seem practiced: several errors in speaking
Technology	<ul style="list-style-type: none"> Slide show moves in a logical order emphasizing main points in a focused, coherent manner Slides uses well-produced audio/visual aids or media to clarify information, and add interest 	<p><i>All Meets</i></p> <ul style="list-style-type: none"> Visual aids are sophisticated Embedded media enhances understanding Layout and design adds to interest and understanding 	<ul style="list-style-type: none"> Unorganized Slides lack aids or reason for media aids is unclear Errors with technology used
Habits of Work	<ul style="list-style-type: none"> Final product meets due date Class time is used effectively Rubric is attached 		<ul style="list-style-type: none"> Does not meet due dates Unable to manage behavior during library and/or class time Rubric is missing

Lib461
Julie Leary
Inquiry Lesson
May 3, 2015

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...
List any problems and successes using technology.	I had difficulty with I was able to complete
List any frustrations in general	I was frustrated because

My Place Name Project

Handout (This can act as a guide for those students who need additional help or prompting)

Place 1.

Name:

(English and Indigenous)

Question

Interesting information (include 3 pieces of information)

1.

2.

3.

Place 2.

Name:

(English and Indigenous)

Question

Interesting information (include 3 pieces of information)

1.

2.

3.

Lib461
Julie Leary
Inquiry Lesson
May 3, 2015
Place 3.

Name:
(English and Indigenous)

Question _____

Interesting information (include 3 pieces of information)

1.

2.

3.

Place 4.

Name:
(English and Indigenous)

Question _____

Interesting information (include 3 pieces of information)

1.

2.

3.

Lib461
Julie Leary
Inquiry Lesson
May 3, 2015

Lib461
 Julie Leary
 Inquiry Lesson
 May 3, 2015

Student to Student Evaluation of Share Presentations		
Name		
Presenter(s): Title of Presentation:		Date:
I learned		
Complete the sections below, giving evidence and reason to support your opinion.		
Effectiveness of presentation	Presentation style	Interest and engagement
Check one The presentation was effective. I learned something new and it helped me understand the topic. The presentation was somewhat effective because The presentation wasn't very effective because	What I liked about the presentation style was I think they could have	What caught my attention was I was interested because I might have been more interested if
Notes:		

Lib461

Julie Leary

Inquiry Lesson

May 3, 2015

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

Self-Reflection/Evaluation

Student Name

Date

Using my journal helped me to (include comments on sharing the journal with teachers using Google Docs)

The rubric helped me to

Presentations were useful because

Something that was hard for me was

Something that was easy for me was

I am satisfied with my project because

I am satisfied with my effort because

Something I will do differently next time is

Lib461
Julie Leary
Inquiry Lesson
May 3, 2015

Note Taking chart

Name: Topic:	Question 1 Underline keywords	Question 2 Underline keywords	Question 3 Underline keywords	Question 4 Underline keywords
Source 1 Citation:	p.	p.	p.	
Source 2 Citation:	p.	p.	p.	
Source 3 Citation:	p.	p.	p.	
Summary Sentence				