



2020
Ninth - Twelfth Grade
Lesson Plans
for **LIBRARIES**



Mississippi Department of Education
SCHOOL LIBRARY PROGRAM

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INTRODUCTION

This document provides guidance to help librarians integrate instruction into the Mississippi Department of Education *College- and-Career Readiness Library Learning Standards*. School librarians play a critical role in teaching information literacy skills to ensure students can acquire, evaluate, interpret, and apply the information that will be introduced throughout life. The librarians are no longer the “keeper of books” but are crucial in preparing students for life after graduation. School libraries are now where high-quality print and digital resources are used efficiently to teach reading comprehension, literature appreciation, and information literacy skills. For these skills to be effective, librarians and classroom teachers must work as a team to incorporate them into the *College- and-Career Readiness Standards*. The goal for the *Lesson Plans for Libraries* is to reinforce classroom curriculum content with relevant library resources.

HOW TO READ THE LESSON

Each lesson has several different elements: Grade Level, Summary/Overview, Collaboration, Pre/Post Assessments, Objectives, Tasks, and Resources. Each activity gives the librarian a foundation for teaching the skill or objective; however, the librarian can differentiate as needed for the students. The resource lists optional books or materials to be used with the activity, but any resource that supports the lesson can be used.

SCHOOL LIBRARIAN PROFESSIONAL GROWTH RUBRIC ALIGNMENT

I.1: Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals to plan for and provide necessary resources, technology, and instructional services aligned with the Mississippi Library Learning Standards and supports the Mississippi CCR Standards.

I.2: Plans instruction and provides print and digital resources that meet the diversity of students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.

II.5: Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the Mississippi Library Learning Standards and the Mississippi CCR Standards.

DIFFERENTIATION

The school library is a learning space for students and teachers to study, research, read, question, discover and connect to the global community. It is an information- and technology-rich learning environment that all students should have open access to high-quality diverse resources and technology. It is not possible to offer all these options to learners in an isolated classroom. The following elements provide some examples of how school librarians can differentiate library lessons.

CONTENT

- Ensure a variety of resource types are available to support content in all subject areas (e.g., fiction, nonfiction, periodicals, digital resources)
- Build a diverse collection that reflects and enhances the school demographics as well as connects to the global community
- Introduce students to a wide range of genres to expand their reading horizons
- Develop reading lists and pathfinders to support specific lessons and units
- Help students to be responsible users of information and ideas
- Provide high interest-low level books in accordance with units being studied or for literature appreciation

PROCESS

- Repeat/reword/rephrase directions as needed
- Break information into steps and monitor comprehension at small stages
- Reduce the number of concepts presented in one lesson or activity
- Use assessment tools and strategies that help ALL students grow
- Extend time as needed or reconsider requirements

PRODUCT

- Share authentic product exemplars (e.g., posters, video, presentations)
- Provide authentic venues for building and sharing expertise
- Help students extend sharing or take action beyond the school walls

LEARNING ENVIRONMENT

- Provide preferential seating in an area free of distractions
- Provide multiple spaces for individual small-group and whole-class learning
- Match resources to students whatever their skill level
- Create flexible open spaces
- Arrange quiet areas for study and relaxation
- Design virtual library spaces for study and support available 24/7

Differentiation accommodates all student needs, including students with low skill levels, English learners, limited background knowledge, and gifted learners. The following list provides specific examples of how school librarians can differentiate library lessons for specialized student needs.

- Analyze the demographics of your school population and their achievement levels to develop a well-rounded library collection
- Use elements of differentiation as a framework for developing SMART goals and budget proposals
- Share your student successes with the school community

RESOURCE https://www.ssla.ca/uploads/9/5/3/6/95368874/11_everyone_wins_nov282008_ckoechlinandszwaan.pdf;
<https://www.springfieldschool.org/site/handlers/filedownload.ashx?moduleinstanceid=140&dataid=28&FileName=Library%20Media%20Curriculum%20%20June%202012%205-1-13.pdf>

COLLABORATIVE LESSON PLAN

Collaboration is an essential element that enhances student achievement and the school curriculum. The librarian and the grade/subject area teachers must work together to create a high-quality learning environment. The following is an example of a collaborative lesson plan and an explanation of how to collaborate with teachers.

Section 1: LESSON INFORMATION	
Title or Unit:	
Grade Level:	Content Area:
Type of Instruction: <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Group	Est. Time & duration:
	Content Topic:
Type of Schedule: <input type="checkbox"/> Stand-alone Lesson <input type="checkbox"/> Lesson in a Unit <input type="checkbox"/> Multiple Unit Lessons	Overview: <i>summary of the lesson</i>
Level of Collaboration: <input type="checkbox"/> Collaboration <input type="checkbox"/> Coordination <input type="checkbox"/> Cooperation	Learning Target:

Section 2: STANDARDS CONNECTION	
MS CCR Standards:	MS School Library Learning Skills:
Essential Questions: <ul style="list-style-type: none"> • <i>Connect w/ students (prior learning, accessible language)</i> • <i>Genuine inquiry (open-ended)</i> • <i>Encourage transfer across a range of learning experiences</i> 	Critical Concepts/Vocabulary:
Comments & Notes:	

Section 3: ASSESSMENT EVIDENCE
Performance Tasks: <i>How will students demonstrate the desired understandings? By what criteria will performance be judged?</i>
Final Student Product:
Product Criteria: <i>To be entered into a rubric, checklist, graphic organizer.</i>
Other Evidence: <i>What other evidence will show that students have understood? (prompts, observations, journal, library data)</i>
Literature Connection:
Technology Integration: <i>What level of integration serves the product criteria & process/performance tasks?</i>

Section 4: INSTRUCTION & LEARNING PLAN

Resources Students will Use: <ul style="list-style-type: none"> <input type="checkbox"/> Books <input type="checkbox"/> Reference <input type="checkbox"/> Digital resources <input type="checkbox"/> Audio/Visual materials <input type="checkbox"/> Other (list): 	Preparation:
Pre-Assessment:	
Direct Instruction for Students:	
Modeling & Guided Practice: <i>How will students acquire the knowledge to practice the required skills? How will the formative assessment be used to give students feedback?</i>	
Independent Practice: <i>How will they practice applying these skills? Give precise directions.</i>	
Post-Assessment: <i>What did the students learn? How will we know?</i>	
Documents: <i>Pathfinders, rubrics, checklists</i>	
Differentiation Strategies: <i>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their native tongue? How have we considered those with special educational needs?</i>	

Section 5: REFLECTIONS & EVALUATION

Complete evaluation: 1=poor; 2=below average; 3=average; 4=above average; 5=excellent

Variety of materials are available (as required by the topic)	1	2	3	4	5
Materials span reading/viewing/ listening levels of students	1	2	3	4	5
Supplemental documents were easy to understand and helpful	1	2	3	4	5
Evaluate the success of overall lesson and activity	1	2	3	4	5
Comments & Notes:					

LEVELS OF COLLABORATION

Level	Planning	Service	Subtype	Examples
COLLABORATION	6	<p>Copanning Required</p> <p>Copanning occurs when equal partners work together to design instruction. Educators begin with the end in mind – students’ performance of the learning objectives. During copanning, educators codesign assessment instruments and align students’ learning tasks with objectives and assessments.</p>	<p>Collaboration</p> <p>The school librarian and the classroom teacher should schedule formal planning time to design a lesson or unit of instruction to achieve shared goals and specific student learning outcomes. They complement the lesson or unit using one or more co-teaching approaches. Collaborators co-monitor student progress and share responsibility for assessing and analyzing student learning outcomes.</p>	<p>Team Teaching</p> <p>After collaborative planning, educators co-teach by assuming different roles during instruction.</p>
	5			<p>Parallel Teaching</p> <p>Each educator works with a portion of the class to teach the same or similar content using the same or different modalities. Groups may switch or reconvene as a whole class to share, debrief, or reflect.</p>
	4			<p>Station Teaching</p> <p>After determining curriculum content for multiple learning stations, each educator takes responsibility for facilitating one or more learning centers, while in other centers, students work independently.</p>
	4			<p>Alternative Teaching</p> <p>One educator pre-teaches or re-teaches concepts to a small group while the other educator teaches a different lesson to the larger group.</p>
COORDINATION	3	<p>Copanning Required</p> <p>(see above)</p>	<p>Coordination</p> <p>Coordination requires more communication than cooperation. It includes a shared mission and may include planning and can be supported over a longer time period. Often the classroom teacher will take the lead in coordination activities and the school librarian will follow along in a supporting role.</p>	<p>The school librarian aligns library instruction with the topic or learning objectives the classroom teacher is addressing in the classroom. OR The school librarian may support classroom teachers by helping them implement a new strategy, tool, or resources.</p>
	2			
COOPERATION	1	<p>A brief conversation about a lesson topic or objective.</p>	<p>Cooperation</p> <p>Compared with collaboration, cooperation tends to be more informal, short term, and often lacks a focused planning effort. The classroom teacher and school librarian may not have a shared mission, but rather provide supporting resources or materials to help student achievement.</p>	<p>The school librarian provides print, digital, or technical resources for students’ and classroom teacher’s use in the classroom or in the library. The school librarian is not involved in the instruction.</p>

RESOURCE Berg, K., Kramer, J., & Werle, M. (2019). Implementing & Evaluating Instructional Partnerships. *Knowledge Quest*, 47(3), 32–38.

SCOPE AND SEQUENCE

Due to collaboration between school librarians and classroom teachers, the *Lesson Plans for Libraries* does not address a specific scope and sequence of each skill. Each skill should be covered at some point during the school year. There are skills such as **Library Conduct** that will need to be addressed at the beginning of the school year. Other skills such as **Literature Appreciation** can be repeated several times throughout the year in collaboration with classroom content. The following instructional framework gives the librarians an example of how to plan library lessons according to classroom curriculum, school library programs, and reading foundational skills.

INSTRUCTIONAL FRAMEWORK

MONTH	LIBRARY LEARNING STANDARDS
<p>August</p>	<p>Creating Digital Infographics lesson plan</p> <ul style="list-style-type: none"> • LIB.IL.1.1-2; LIB.LU.2.1-2 Master proper library behavior • LIB.LU.2.3 Master the book selection and checkout procedure
<p>September</p> <p>Collaborate with the public library to promote Library Card Sign-up Month</p>	<p>Building Pathfinders lesson plan</p> <ul style="list-style-type: none"> • LIB.IL.1.3; LIB.IL.1.6-9 Master online catalog elements • LIB.IL.1.4-5 Master call numbers and the Dewey Decimal System • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9; RED.LA.2.11 Engage students through book talks and to promote The Magnolia Book Awards and Hispanic Heritage Month • RED.LV.1.3; RED.LA.2.4-7; RED.LA.2.10 Focus on topical information to promote Hispanic Heritage Month • RED.LA.2.2 Master fiction section, genres, and fiction books that are appropriate for grade level • RED.PB.3.1-4 Master parts of books • RES.PR.2.1-6 Master reference skills to support classroom instruction

October

Collaborate with the public library to promote **Teentober**

Managing Your Digital Reputation lesson plan

- **LIB.IL.1.3; LIB.IL.1.6-9**
Master online catalog elements
- **LIB.IL.1.4-5**
Master call numbers and the Dewey Decimal System
- **RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9; RED.LA.2.11**
Engage students through book talks and to promote **The Magnolia Book Awards** and **Bullying Prevention Month**
- **RED.LV.1.3; RED.LA.2.4-7; RED.LA.2.10**
Focus on topical information to promote **Bullying Prevention Month**
- **RED.LA.2.3**
Discuss award winners
- **RED.LA.2.11**
Introduce reading programs

November

Cultural Convention lesson plan

- **RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9; RED.LA.2.11**
Continue to engage through book talks to promote **The Magnolia Book Awards** and **Native American Heritage Month**
- **RED.LV.1.3; RED.LA.2.4-7; RED.LA.2.10**
Focus on topical information to celebrate **Native American Heritage Month**
- **RES.PR.2.2-3; RES.EV.3.1-5; RES.CO.4.1-3**
Reinforce bibliography skills to support classroom instruction
- **DIG.CI.2.1-4**
Reinforce Copyright and Fair Use skills to support digital research instruction

December

Service Learning Across Distance lesson plan

- **RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9**
Continue to engage through book talks to promote **The Magnolia Book Awards**
- **RED.LA.2.2**
Discuss series and authors
- **RED.LA.2.3**
Discuss award winners
- **RES.ID.1.1-4; RES.EV.3.1-5; RES.CO.4.1; RES.RE.5.1-2**
Master research to support classroom instruction

<p>January</p>	<ul style="list-style-type: none"> • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9 Continue to engage through book talks to promote The Magnolia Book Awards • RES.PR.2.3; RES.PR.2.5; RES.EV.3.1-5; RES.CO.4.1-3; RES.RE.5.1-2; DIG.CO.1.1-4; DIG.PR.3.1-3 Reinforce digital resources and presentation skills
<p>February</p>	<ul style="list-style-type: none"> • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9 Continue to engage through book talks to promote The Magnolia Book Awards and African American History Month • RES.PR.2.3; RES.PR.2.5; RES.EV.3.1-5; RES.CO.4.1-3; RES.RE.5.1-2; DIG.CO.1.1-4; DIG.PR.3.1-3 Reinforce digital resources and presentation skills to support African American History Month
<p>March</p>	<p>Making Historical Connections and Teenage Hobos lesson plans</p> <ul style="list-style-type: none"> • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9 Continue to engage through book talks to celebrate Women’s History Month • RED.LV.1.3; RED.LA.2.4-7; RED.LA.2.10; RED.PB.3.4 Focus on topical information to celebrate Women’s History Month • RES.PR.2.3; RES.PR.2.5; RES.EV.3.1-5; RES.CO.4.1-3; RES.RE.5.1-2; DIG.CO.1.1-4; DIG.PR.3.1-3 Reinforce digital resources and presentation skills to support Women’s History Month
<p>April</p>	<p>Greeks and Romans and Reading Scientific Articles lesson plans</p> <ul style="list-style-type: none"> • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9 Engage through book talks to celebrate Earth Day • RED.LV.1.3; RED.LA.2.4-7; RED.LA.2.10; RED.PB.3.4 Focus on topical information to celebrate Poetry Month and Earth Day • RES.ID.1.1-4; RES.EV.3.1-5; RES.CO.4.1; RES.RE.5.1-2 Master research to support classroom instruction
<p>May</p> <p>Collaborate with the public library to promote Summer Reading</p>	<ul style="list-style-type: none"> • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9 Engage through book talks to promote summer reading • RED.LV.1.3; RED.LA.2.4-7; RED.LA.2.10; RED.PB.3.4 Focus on topical information to promote summer reading

A Culture Convention

Topic: Diverse Literature

Deskins, Liz. *Content-Area Collaborations for Secondary Grades*. ALA Editions, 2020.

OVERVIEW

We live and function in a diverse global society, and school is one of the places we learn to get along. Sometimes school is the only place a student is exposed to a variety of cultures and beliefs. In order for our learners to succeed in the collaborative classroom, educators must teach learners how to appreciate and value their similarities and differences. This appreciation builds an atmosphere of mutual respect, which leads to inclusion and greater understanding. One way to reinforce this atmosphere is to organize a Culture Convention. Using the convention model will facilitate conversation, which will lead to better understanding.

COLLABORATION

- These lessons should be collaboratively planned and taught by the school librarian and the English Language Arts teacher.
- The activities can be split into more class periods if necessary, but it should take between 5-6 class periods to complete the lessons.

ESSENTIAL QUESTIONS

- How does culture identify a group of people?
- How do different cultural perspectives lead groups to interpret the same event differently?
- How can cultures share their commonalities?

PRE-ASSESSMENT

- Students will complete a self-assessment culture survey to gauge their level of respect for and understanding of other cultures they find at school.
- The survey should be completed privately outside of the classroom.
- This assessment activity is purely a tool to allow students to become self-aware of what they actually know about the cultures represented in their school.

CURRICULUM CONNECTIONS

MSCCRS Library

LIB.II.1.7 Convert guide or keywords into subject headings that will be found in the automated system.

LIB.II.1.9 Utilize interactive features of the online catalog such as book reviews, book lists, and ratings.

RED.LV.1.3 Read, listen to, view, and integrate information to build background knowledge across all subject areas.

RED.LA.2.5 Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.

RES.ID.1.1 Follow an inquiry-based process to seek knowledge on topic for personal interests or for a learning goal.

RES.ID.1.3-4 Develop, select, clarify, and use research questions, keywords, search terms (Boolean search operators), or strategies to guide inquiry, narrowing or broadening the topic as necessary. Find, evaluate, and select appropriate sources to answer questions.

RES.PR.2.2-3 Use a variety of authoritative sources, considering multiple perspectives and points of view to analyze technical, historical, scientific and/or literary documents. Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, and encyclopedias).

RES.PR.2.5-6 Identify and use MAGNOLIA, selected Internet sites, or other databases for credible research resources. Select and use tools within sources to access content (e.g., table of contents, indexes, keyword searches, sidebars, and related subjects).

RES.EV.3.1,3 Evaluate information for accuracy, validity, importance, relevance, readability, and bias. Select, extract, record, and organize information from multiple sources that addresses the information problem, answers guiding questions, and evaluation criterion.

RES.CO.4.1-3 Copyright and Fair Use Standard

DIG.CO.1.1-4 Collaboration and Communication Standard

DIG.PR.3.2 Choose a presentation method based on appropriateness concern with intent, content, audience, and length.

**MSCCRS
English**

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RL.9-10.10 By the end of grade 10, read and comprehend literacy nonfiction in the grades 9- 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LESSON 1 INTRODUCTION (Library)

Objective

- Students will browse books using critical thinking skills to consider what they know about cultures different from their own versus what they think they know.

Duration

- 1 class period

Materials

- List of questions for students to consider
- Selection of cultural fiction and nonfiction picture books

TASKS

1. Explain to students that picture books can quickly convey feelings and emotions as well as present information, often much more so than a regular fiction or nonfiction book.
2. Introduce this unit by gathering a large number of picture books that deal with culture, immigration, and diversity. Collaborating with the local public library or elementary schools in the district can help with having enough books for the lesson (1 book per student). Books can be found using the *Equipped: Mississippi Booklist for All* www.mdek12.org/OEER/Equipped-Booklist.
3. Arrange books on tables with similar topics together so that each culture has its own table (e.g., “speed dating with books” or “book tasting”).
4. Stopping at each table, browsing and reading the picture books, students will respond to the following questions as well as record questions of their own that they would like to have answered.
 - a. What idea, event, or memory do I connect with?
 - b. What commonalities do I see?
 - c. What commonalities do I share?
 - d. What more would I like to learn about this culture?



LESSON 2 RESEARCH (Library)

Objective

- Students will research and create a series of podcasts that share the culture studied, using multiple resources and points of view.

Duration

- 4 class periods

Materials

- Annotated Bibliography Evaluation Rubric
- Computers with internet access and links to the library catalog and MAGNOLIA
- podOmatic site
- Print and nonprint resources

TASKS

1. Introduce the virtual convention project to students prior to the book tasting activity.
2. Create small groups of students based on similar topics or responses to the picture book questions.
3. Explain to students that each group will develop a series of podcasts which will create a virtual culture convention for the entire school community.
4. Each group will select and invite a guest presenter who is knowledgeable about the culture to speak about what the culture offers communities through its immigrants. The guest speaker must appear on at least one podcast and each podcast should be no more than 5 minutes.
5. Inform students that they will use a variety of print and nonprint resources for their culture research prior to developing each podcast's script.
6. Reinforce how to evaluate sources and think critically about what resources are appropriate, relevant, and trustworthy.
7. Discuss with students what should be included in the podcasts: celebrated events, foods, valuable contributions (e.g., customs and traditions, religion, language, arts and literature).
8. Visit each group to encourage impromptu conversations and to check on progress.

9. Teach or reinforce how to create an annotated bibliography to be added to a cultural web page housed on the school library’s website or as part of the library’s automated system.
10. Inform students that podcasts will be housed on the teacher’s podOmatic site and explain how to upload and share the podcasts.
11. Share links to the podcasts with the school community on a particular day or week to establish a virtual culture convention.

ANNOTATED BIBLIOGRAPHY EVALUATION RUBRIC

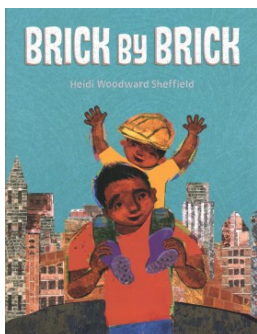
What is Being Evaluated	Beginning	Developing	Proficient	Excellent
Source Selection	Sources are not relevant to the topic.	Few sources chosen are relevant to the topic.	Most of the sources chosen are relevant to the topic.	Sources chosen are very relevant to the topic.
Annotations	Annotations are incomplete.	Few sources meet the annotations requirement.	Most annotations clearly and concisely describe the source material.	Annotations clearly and concisely describe the source material.
Evaluations	Evaluations do not explain why sources were chosen.	Few evaluations clearly explain why sources were chosen.	Most evaluations clearly explain why sources were chosen.	Evaluations clearly explain why sources were chosen.
Assignment Criteria	Sources have incorrect, incomplete citations.	Few sources have a correct, complete citation.	Most sources have a correct, complete citation.	Each source has a correct, complete citation.
Grammar, Layout, and Proofing	Errors are distracting. Meanings are unclear. Assignment requirements were not met.	Many distracting errors, but the meaning is still clear. Some of the requirements were met.	Occasional errors, but they do not distract from reading. Most of the requirements were met.	Free of grammatical, punctuation, and spelling errors. All requirements were met.

POST-ASSESSMENT

Students will once again privately complete the self-assessment culture survey. Students will compare their original answers with their responses to the final survey and write an essay explaining what they learned that made them change their thinking and what they will do with this new knowledge and perspective.

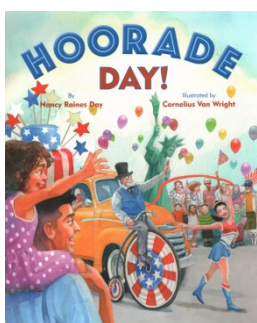
RESOURCE PATHFINDER

Print Resources



***Brick by Brick* by Heidi Woodward Sheffield – FIC SHE**

A striking debut celebrating the warm bond between a little boy and his dad as they work hard to achieve their dreams. Papi is a bricklayer, and he works hard every day to help build the city, brick by brick. His son, Luis, works hard too--in school, book by book. Papi climbs scaffolds, makes mortar, and shovels sand. Luis climbs on the playground and molds clay into tiny bricks to make buildings, just like Papi. Together, they dream big about their future as they work to make those dreams come true. And then one Saturday, Papi surprises Luis with something special he's built for their family, brick by brick.



***Hoorade Day!* By Nancy Raines Day – FIC RAI**

It is the Fourth of July, and a young girl and her parents are off to see the town's big parade--Hoorade Day! Boosted up on daddy's shoulders, the girl excitedly waves to her family members in the parade and joyfully describes each section. From the bleats and bangs of the marching band to the graceful twirls of the ribbon dancers, the little girl spots it all, reciting simple, rhyming cheers that complement the bright illustrations of the diverse community on each page. Narrated in jolly, lively verse, *Hoorade Day!* celebrates the birthday of a nation founded on principles of unity and hope. It will delight children and adults alike, keeping them smiling to the very last page.

Non-Print Resources

- **Book Riot** bookriot.com/childrens-books-about-diversity/
Site includes a list of 30 books that celebrate diversity
- **First Book Marketplace** www.fbmarketplace.org/empowering-educators/
Site includes lesson plans, teacher resources, example books, and digital series

MAGNOLIA Resources

- **Explora** newspaper and magazine articles, video clips

GREEKS AND ROMANS

Topic: Mythology

Wickline, Kathy. *Digitally Telling the Story of Greek Figures*. National Council of Teachers of English.

OVERVIEW

Before written language, prehistoric peoples attempted to explain how the world began or the origin of different phenomenon in nature through stories called myths. Myths from around the world reflect the culture of its people—their values, beliefs, and traditions. In the folkloric tradition, myths were handed down from generation to generation by word-of-mouth. Myths from around the world explain creation often using the same or similar elements in their stories. At the same time, myths from around the world often explain the same phenomenon in nature differently.

COLLABORATION

- These lessons should be collaboratively planned and taught by the English teacher and the school librarian.
- The activities can be split into more class periods if necessary, but it should take between 9-10 class periods to complete the lessons.

ESSENTIAL QUESTIONS

- What can myths teach us about the culture it represents?
- What are the common patterns and motifs found in myths?
- What unique cultural traits are revealed in myths?

PRE-ASSESSMENT

- Ask students to name Greek and Roman gods, heroes, and creatures. Write student responses on the board or project to the whiteboard.
- Ask students to brainstorm why people still know these names today. Have them create a list of where they have seen some names of these gods, heroes, and creatures in present day. Discuss what this tells about the importance of these figures.

CURRICULUM CONNECTIONS

MSCCRS Library

RED.LV.1.3 Read, listen to, view, and integrate information to build background knowledge across all subject areas.

RED.LA.2.5 Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.

RED.LA.2.10 Apply reading strategies across the content areas.

RES.ID.1.1 Follow an inquiry-based process to seek knowledge on topic for personal interests or for a learning goal.

RES.ID.1.3-4 Develop, select, clarify, and use research questions, keywords, search terms (Boolean search operators), or strategies to guide inquiry, narrowing or broadening the topic as necessary. Find, evaluate, and select appropriate sources to answer questions.

RES.PR.2.2-3 Use a variety of authoritative sources, considering multiple perspectives and points of view to analyze technical, historical, scientific and/or literary documents. Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, and encyclopedias).

RES.PR.2.5-6 Identify and use MAGNOLIA, selected Internet sites, or other databases for credible research resources. Select and use tools within sources to access content (e.g., table of contents, indexes, keyword searches, sidebars, and related subjects).

RES.EV.3.1 Evaluate information for accuracy, validity, importance, relevance, readability, and bias.

RES.EV.3.3 Select, extract, record, and organize information from multiple sources that addresses the information problem, answers guiding questions, and evaluation criterion.

RES.CO.4.1-3 Copyright and Fair Use Standard

DIG.CO.1.1-4 Collaboration and Communication Standard

**MSCCRS
English**

RL.10.2 Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text-based upon this analysis.

RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LESSON 1 INTRODUCTION (Classroom)

Objective

- Students will collect and analyze information relevant to their research of a Greek or Roman god, hero, or creature.

Duration

- 1 class period

Materials

- Computers with Internet access
- Greek or Roman figures list
- Index cards

TASKS

1. Pass out the figures list from the whiteboard. Put the students in small groups to brainstorm what type of information would be important to know about characters of Greek and Roman mythology.
2. Have students create a graphic organizer based on the following list. The list should be created in a shareable document.
 - Meaning of name
 - Birth
 - Death
 - Appearance
 - Symbol(s)
 - Family members and their descriptions
 - Modern references in television, language, art, cartoons, movies, song lyrics, and so forth
 - Famous myths
 - Friends and descriptions
 - Enemies with descriptions
3. Tell the class that each group member will research famous myths of their character and well as at least three other topics. Have each student write down the categories and mythological character he/she is responsible for on an index card. Collect the index cards.

LESSON 2 RESEARCH (Library)

Objective

- Students will cite their sources in the form of a bibliography.

Duration

- 3 class periods

Materials

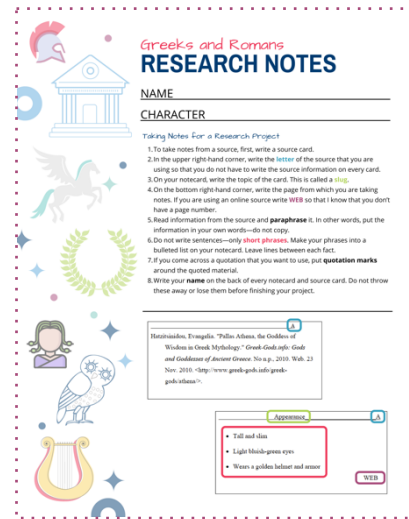
- Computers with internet access and links to the library catalog and MAGNOLIA
- Purdue OWL citation style guide
- Taking Notes for Research

TASKS

1. Introduce or reinforce how to conduct research and plagiarism policy.
2. Explain that students will use resources available in the school library to find current, authentic materials about the mental health issue addressed in their reading book.
3. Hand out the printout Taking Notes for Research and remind students they need to cite their sources as well.
4. Hand out the index cards collected in the last session that lists what each student will research. Inform students that they are to use the research websites and print materials.
5. Model for students how to create a citation from the information. Show the students how to create a citation for a book and for a website using the Purdue OWL citation style guide

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html.

6. Explain to students that they will include this information on a bibliography.
7. Circulate throughout the library helping students to cite their sources and find information.



LESSON 3 PRESENTATION (Classroom)

Objective

- Students will demonstrate comprehension of what they have learned by writing a script.

Duration

- 2 class periods

Materials

- Computers with internet access
- Digital Story Rubric
- Storyboard Template

TASKS

1. Hand out the Digital Story Rubric to the students and discuss how the project will be graded so they will know what is expected of them.
2. Ask the students to discuss what makes a good ending to a story. Relate this to their conclusion for their digital story.
3. Have the students meet in partners to decide who will write the introduction for their story and who will write the conclusion. Explain that the introduction and conclusion will be two slides of their digital story.
4. Hand out to each group a set of ten storyboards, one for each slide. Instruct students to write their script on these storyboards which they will read and record.
5. Tell the students the eight categories they have researched now become the remaining eight slides and to now write the short phrases in their notes into complete sentences.

LESSON 4 PRODUCTION (LIBRARY)

Objective

- Students will organize, summarize, and synthesize what they have learned through the production of a digital story.

Duration

- 3 class periods

Materials

- Computer with internet access to digital storyboard software

TASKS

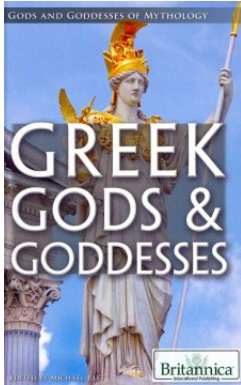
1. Select a mythology picture book to read students. Have students discuss how the pictures support the story and add to the story. Have the students suggest what pictures they would use to complement the story.
2. Explain to the student that their scripts and pictures will need the same partnership as the book and its illustration.
3. Instruct the students on how to save ten photos from the Internet and reinforce Copyright and Fair Use policies.
4. Model the steps of creating a digital story using the online software. Remind students to choose appropriate background music and to be sure that their voices are heard over the background music.

POST-ASSESSMENT

Play each pair's digital story with the class. After each story, ask students to share something they learned from the presentation and to ask additional questions. Once all the digital stories have been shared, have students explain what they liked and disliked about this project.

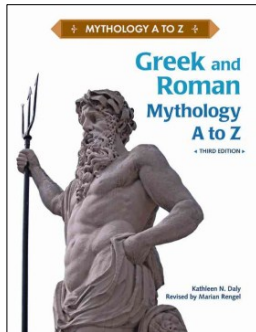
RESOURCE PATHFINDER

Print Resources



***Greek Gods and Goddesses* published by Britannica – 292 BRI**

Giving Western literature and art many of its most enduring themes and archetypes, Greek mythology and the gods and goddesses at its core are a fundamental part of the popular imagination. At the heart of Greek mythology are exciting stories of drama, action, and adventure featuring gods and goddesses, who, while physically superior to humans, share many of their weaknesses. Readers will be introduced to the many figures once believed to populate Mount Olympus as well as related concepts and facts about the Greek mythological tradition.



***Greek and Roman Mythology* published by Chelsea House – 292 CHE**

According to many scholars, ancient Greece and Rome provided the foundations of Western culture. More than two millennia later, myths of both civilizations are still being studied for their rich storytelling and insight into the cultures that spawned them. Their continued retelling speaks to their universal appeal. Contains over five hundred alphabetically arranged entries that provide information on the major figures, places, stories, objects, and themes in Greek and Roman mythology.

Non-Print Resources

- **Encyclopedia Mythica** pantheon.org
Site includes encyclopedic articles about mythology, folklore, and religion
- **Roman Mythology** www.ancient.eu/Roman_Mythology
Site includes encyclopedic entries on Greek and Roman mythology
- **Timeless Myths: Classical Mythology** www.timelessmyths.com/classical/index.html
Site includes classic mythology stories, facts, and images

BUILDING PATHFINDERS

Topic: Teen Mental Health

Deskins, Liz. *Content-Area Collaborations for Secondary Grades*. ALA Editions, 2020.

OVERVIEW

Reading is such an important skill for life, and combining reading and writing is a tried-and-true teaching and learning strategy. This project will combine reading and research, but the part that will make it a success is creating student engagement with the topic before even discussing the assignment. Students are very cognizant of the differences in others and worry about their friends and classmates when they notice a change. Having an opportunity to learn more about the issues that can affect mental health will be motivating for students. After gaining some background information on a variety of mental health issues in health/psychology class, students will select a teen mental health issue they would like to better understand. There are many fiction books available, as well as nonfiction and reference sources, that deal with various aspects of mental health. Students will read and research to curate a collection of resources, print and nonprint, including articles and fictional titles, which will be turned into a pathfinder posted electronically and accessible by all members of the school community.

COLLABORATION

- These lessons should be collaboratively planned and taught by the Psychology or Health teacher and librarian with the aid of the English teacher.
- The activities can be split into more class periods if necessary, but it should take between 8-9 class periods to complete the lessons.

ESSENTIAL QUESTIONS

- How does one's mental health impact those around one?
- Why should we bring awareness and support to teen mental health issues?
- What is the best way to make teens aware of mental health issues?

PRE-ASSESSMENT

- Students will begin this curation unit by selecting an adolescent mental health issue of interest to them (e.g., anxiety, depression, addiction).
- The librarian will review basic online library catalog skills with students and will ask students to search the online catalog and select a fictional book to read featuring their chosen mental health issue (e.g., *The Impossible Knife of Memory*).
- This activity will allow the librarian to assess learners' catalog search skills and will allow students to become familiar with the mental health issues that will be central to their curation project.



CURRICULUM CONNECTIONS

MSCCRS Library

LIB.IL.1.7 Convert guide or keywords into subject headings that will be found in the automated system.

LIB.IL.1.9 Utilize interactive features of the online catalog such as book reviews, book lists, and ratings.

RED.LV.1.3 Read, listen to, view, and integrate information to build background knowledge across all subject areas.

RED.LA.2.5 Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.

RED.LA.2.10 Apply reading strategies across the content areas.

RES.ID.1.1 Follow an inquiry-based process to seek knowledge on topic for personal interests or for a learning goal.

RES.ID.1.3-4 Develop, select, clarify, and use research questions, keywords, search terms (Boolean search operators), or strategies to guide inquiry, narrowing or broadening the topic as necessary. Find, evaluate, and select appropriate sources to answer questions.

RES.PR.2.2-3 Use a variety of authoritative sources, considering multiple perspectives and points of view to analyze technical, historical, scientific and/or literary documents. Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, and encyclopedias).

RES.PR.2.5-6 Identify and use MAGNOLIA, selected Internet sites, or other databases for credible research resources. Select and use tools within sources to access content (e.g., table of contents, indexes, keyword searches, sidebars, and related subjects).

**MSCCRS
Library**

RES.EV.3.1 Evaluate information for accuracy, validity, importance, relevance, readability, and bias.

RES.EV.3.3 Select, extract, record, and organize information from multiple sources that addresses the information problem, answers guiding questions, and evaluation criterion.

RES.CO.4.1-3 Copyright and Fair Use Standard

DIG.CO.1.1-4 Collaboration and Communication Standard

**MSCCRS
English**

RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**MSCCRS
Social
Studies**

PSY.14 Describe major psychological disorders, their symptoms, and classifications.

PSY.15 Explain the methods used by mental health professionals to treat people living with mental illness.

**MSCCRS
Health**

Competency 3: Define functional and organic mental disorders and state controls for each.

LESSON 1 INTRODUCTION (Health/Psychology)

Objective

- Students will discuss issues in groups before and after listening to a TED talk regarding teenage mental health.

Duration

- 2 class periods

Materials

- Fiction books selected by students
- Teen mental health TED Talk videos
- OPTIONAL: Qualified guest speak

TASKS

1. Have students watch the TED Talk videos regarding teen mental health issues. They may want to take notes about statistics or information regarding their particular issue.
2. Organize groups of students investigating similar mental health issues.
3. Explain that groups will compare and reflect on what they learned from the book characters and from the TED Talk.
4. Instruct students to discuss with their groups the ways in which the main and supporting characters handled or mishandled the mental health issues presented in the story.
5. Inform students to make a list of items they think might be incorrect or misleading about mental health in their story and things they want to learn more about through a silent conversation activity.

LESSON 2 CURATE (Library)

Objective

- Students will create a varied and thoughtful collection of materials related to their selected mental health topics.

Duration

- 3 class periods

Materials

- Computers with internet access and links to the library catalog and MAGNOLIA
- Pathfinder Template
- Print and nonprint resources

TASKS

1. Explain that students will use resources available in the school library to find current, authentic materials about the mental health issue addressed in their reading book.
2. Begin the conversation surrounding quality resources assess students' skills in evaluating information and online sources.
3. Inform students that their collected resources should include fiction and nonfiction, print and nonprint (e.g., books, articles, websites, podcasts, and videos). The object is to have as many resources as possible, always making sure that the information is current, authentic, and relevant.
4. Model how to curate the information, sorting and arranging it in a way that will make it accessible to others.
5. Explain that students will use the pathfinder template to organize resources to post online that is accessible by all members of the school community.
6. Challenge the students to select an alternate way to present the resources in a visually engaging way (e.g., Flipgrid, Powerpoint, video recording).

teen mental health
PATHFINDER TEMPLATE

NAME _____

TOPIC _____

Possible Key Words _____

Dewey Decimal Classification Number for Print Resources _____

MAGNOLIA _____

Websites _____

Fiction Books _____

LESSON 3 REFLECTION (Health/Psychology)

Objective

- Students will be given opportunities for self-reflection and for evaluation of the work of their peers.

Duration

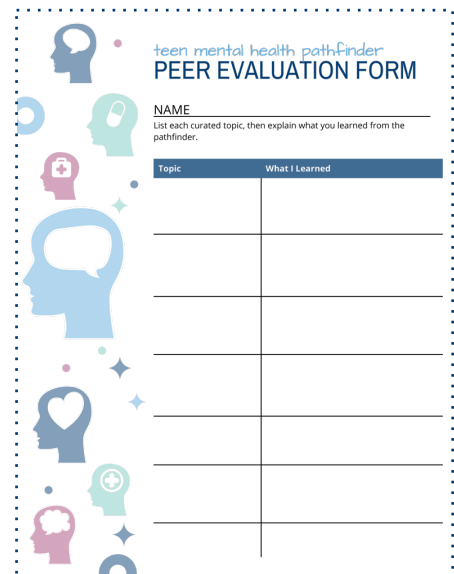
- 2 class periods

Materials

- Computers with internet access
- Pathfinder Peer Evaluation Form

TASKS

1. After the evaluation by the teacher and librarian, the curated pathfinders will be returned to students so they can make any necessary revisions or corrections before sharing with peers.
2. Have students to present their pathfinders to classmates, who will use the Pathfinder Peer Evaluation Form to comment and share feedback.
3. Publish the pathfinders on the school library website.
4. After everyone has presented, students will fill out a self-evaluation form, responding to the following questions: (1) What did I learn by making this pathfinder and (2) What would I still like to find out?



teen mental health pathfinder
PEER EVALUATION FORM

NAME _____
List each curated topic, then explain what you learned from the pathfinder.

Topic	What I Learned

LESSON 4 COMMUNITY (Health/Psychology)

Objective

- Students will share their curated information with the school-wide community.

Duration

- 1 class period +

Materials

- Laptops or tablets with internet access and a link to the school library website
- Printed pathfinders

TASKS

1. Explain that students will conduct further research as needed to extend their pathfinders, including resources related to how mental illness impacts family, friends, and the greater community.
2. Allow students to expand on their visual component to include new information.
3. Invite PTO or the school counselor to sponsor a mental health fair in the school library during which the students as well as local mental health specialists share with the school community. This can be a virtual event as well.
4. Have students to create and present tabletop displays that explain their particular mental health issue and provide print copies of pathfinders as a takeaway resource.

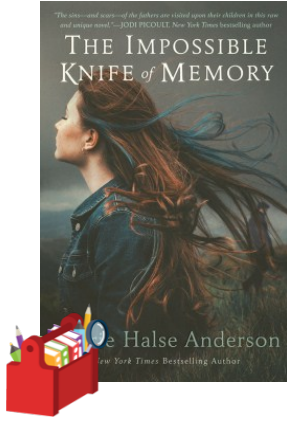
POST-ASSESSMENT

At the completion of this project, students will write a reflection essay on what they now know about teen mental health and how that information will affect the way they interact with others.



RESOURCE PATHFINDER

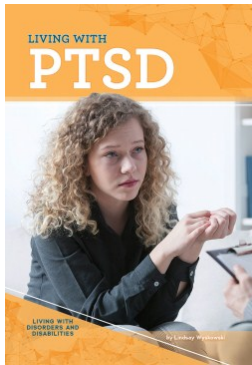
Print Resources



***The Impossible Knife of Memory* by Laurie Halse Anderson**

Hayley Kincaid won't allow herself to remember the happy times in her life, and why should she? After five years on the road with her trucker father, Andy, the two are finally staying put in her grandmother's old house in upstate New York. But military tours in both Iraq and Afghanistan have left Andy racked by nightmares of gunfire and roadside bombs, and alcohol and drugs are his means of coping. As her father's PTSD grows worse, and the past is ever present, 17-year-old Hayley assumes the role of parent.

Appears on the Equipped: MS Booklist for All



***Living with PTSD* by Lindsay Wyskowski - 616 WYS**

People with post-traumatic stress disorder (PTSD) are deeply affected by events such as a military conflict or a natural disaster, experiencing repeated thoughts about the events and increased anxiety. They face challenges in school, work, and daily life. *Living with PTSD* examines the causes and symptoms of these conditions, looks at the everyday realities of people with PTSD and explores the management and treatment options available today.

Non-Print Resources

- **National Institute of Mental Health**
www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health/index.shtml
Website includes the warning signs of mental illness
- **Rethink Stigma** www.rethinkstigma.org/50facts.html
Educate students about the stigma on mental health and how to prevent it
- **Teen Mental Health** teenmentalhealth.org/learn/mental-disorders
Website includes the impacts of different mental illnesses

MAGNOLIA Resources

- **Explora** newspaper and magazine articles, video clips
- **Psychology and Behavioral Science Collection** newspaper and magazine articles, video clips, government documents, reference resources

MAKING HISTORICAL CONNECTIONS

Topic: Women's Roles During World War II

MAGNOLIA: Lesson Plans and Activities for PK12 Librarians and Classroom Teachers

OVERVIEW

Students will explore the diverse stories regarding World War II in while researching and exploring the change in women's roles in society during this time. Students will combine their new knowledge with their own background to create an end-of-unit project that shows an understanding of the changing societal, familial, and gender roles can cause discrimination in society.

COLLABORATION

- These lessons should be collaboratively planned and taught by the school librarian, English Language Arts teacher, and social studies teacher.
- In this unit, the introduction lesson will occur simultaneously in the English and social classes. Once that lesson is over, the other portions of the unit will occur with collaboratively.
- The school librarian's role is to provide high-interest, diverse resources for student choice in the final project.
- The activities can be split into more class periods if necessary, but it should take between 8-9 class periods to complete the lessons.

ESSENTIAL QUESTIONS

- How has a book changed your view on a historical event?
- How can another person's story impact your own story?

PRE-ASSESSMENT

English Language Arts

Once students select a short story, they will complete a card with the following information:

- Title and Author
- Why did you select this short story?
- Make a prediction about the story.

Social Studies

Students will complete a T-chart. On one side of the chart, students will list the information that they already know about World War II. On the other side of the chart, students will list the information they want to find out or think will be important to discover about women's roles during World War II.

CURRICULUM CONNECTIONS

MSCCRS Library

RES.ID.1.2 Apply prior knowledge to new learning and continue to ask "I Wonder" questions to the new information.

RES.ID.1.3 Develop, select, clarify, and use research questions, keywords, search terms (Boolean search operators), or strategies to guide inquiry, narrowing or broadening the topic as necessary.

RED.LA.2.6 Read to understand history, current events, and personal decisions.

RED.LA.2.10 Apply reading strategies across the content areas.

RES.PR.2.1-6 Print and Digital Resource Strand

RES.EV.3.1-5 Evaluate, Analyze, and Organize

RES.CO.4.1-3 Copyright and Fair Use Strand

DIG.CI.2.1-4 Digital Citizenship Strand

**MSCCRS
English**

RH.11-12.1-10 Reading in History/Social Studies Strand

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**MSCCRS
Social
Studies**

US.7 WWII at Home: Examine the nation's role in World War II and the impacts on domestic affairs.

LESSON 1 INTRODUCTION (English/Social Studies)

Objective

- After reading a short story with a main character who lived during WW II, students will be able to articulate an awareness of gender roles changing in society and family.
- After using a variety of print and digital resources to research women’s roles during WWII, students will be able to make a connection between the roles of women and how it affected the makeup of society and family.

Duration

- 3 class periods + outside reading

Materials

- Computer with Internet access to MAGNOLIA or other appropriate school library database
- Note-Taking Graphic Organizer
- Poster supplies
- Print resources
- Short story choice

TASKS

1. Spend the first day in English class describing the short stories available for students to choose from for the project. Reading will be done outside of class while discussions and activities will take place during English class time.
2. After students have completed their short stories, ask them to create a six-word hashtag for social media.
3. Instruct students to design a poster for their short story that includes a design for a book cover and a sentence about how the story changed their view of WWII. This sentence will serve as the assessment for the English lesson.
4. Use the information entered into their T-chart during the social studies’ pre-assessment activity, students will research using Explora on MAGNOLIA to gain basic information before beginning research.
5. Use the T-chart to help students curate resources for further research. Students will research four areas:
 - a. Women’s Roles in Industry
 - b. Women’s Roles in Professional Sports and the Entertainment Industry
 - c. Women’s Roles in Military
 - d. Women’s Roles in the Family
6. Instruct students to create a bibliography for resources and use the Note-Taking Graphic Organizer to keep sources and information organized.

LESSON 2 CREATE (Library)

Objective

- Students will create a video that reflects and connects their research to the lives of the characters in their short story selection.

Duration

- 3 class periods

Materials

- Computer with Internet access
- Flipgrid app (free)
- Short stories, T-charts, and graphic organizers
- Video Assessment Rubric

TASKS

1. Instruct students to make a Flipgrid video to demonstrate their ability to make personal and historical connection to the main character(s) in their selected short story.
2. Explain that the video should be no longer than 2 minutes, allowing students to discuss the historical aspects of the story and the new insights they have gained the topic.
3. Inform students that they should discuss the plot of their story without giving away the outcome or too much of the story arc.

VIDEO ASSESSMENT RUBRIC

What is Being Evaluated	Beginning	Developing	Proficient	Excellent
Summary Statement	States limited concepts about the short story and gives away plot	States some concepts about short story	Addresses all concepts about the short story	Has a deep understanding of the concepts of the short story
Student and Main Character	Does not compare self to main character(s)	Gives some comparison of self to main character(s)	Gives thorough comparison of self to main character(s)	Gives well thought out and detailed comparison of self to main character(s)
Historical Insight	Does not share any historical insight	Shares a limited amount of historical insight	Does a thorough job of historical insight	Gives well thought out and detailed historical insight

LESSON 3 REFLECT (Library)

Objective

- Students will hold a viewing party to view and respond to videos created by classmates.

Duration

- 1 class period

Materials

- Computers with Internet access to Flipgrid
- Projector
- Screen
- Video Assessment Rubric

TASKS

1. Explain that students will participate in a viewing party to watch class Flipgrid videos.
2. Ask students to select three videos to reflect on in Flipgrid as an exit slip.
3. Inform students that they will use the Video Assessment Rubric as well as responding to the following question: Did you feel connected to the main character(s)? Why or why not?
4. Use the exit slips as an assessment tool and will help the students engaged throughout the viewing party.

LESSON 4 SUPPORT (Classroom)

Objective

- With an understanding of how we are connected, students will create positive message cards for currently serving military.

Duration

- 1 class period

Materials

- Construction paper
- Crafting materials

TASKS

1. Have students to create message cards that will be send to currently deployed soldiers. There are several websites that can help with this endeavor (e.g., Soldiers' Angels or Operation Gratitude).
2. Assess students' participation in this activity through observation.
3. Review the cards to make sure they are positive and supportive before sending them to recipients.
4. Offer an alternative assignment if there are any students that do not wish to participate.

POST-ASSESSMENT

Students will write a short response to the following question:

- Describe how this project has affected your thinking about the roles of women during World War II and how that changed women's current roles in industry, entertainment and professional sports, military and the family.

RESOURCE PATHFINDER

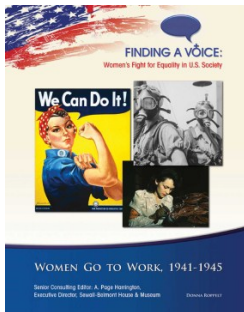
Print Resources



Code Girls by Liza Mundy – 940.54 MUN

Draws on recently declassified documents to uncover the true story of American women who served the U.S. Army and Navy as code breakers during World War II. Describes how tens of thousands of women were recruited by the U.S. military to work as cryptographers, and how their contributions helped save lives and end the war.

Appears on the Equipped: MS Booklist for All



(1941-1945) by Donna Roppelt – 331.4 ROP

The WWII changed how the United States saw women's roles. Not only could women work, but they could also do work that men did. They could work in homes and hospitals, but they could also work in offices and factories. They could sew and cook, but they could also weld and rivet. As American men went to fight the war, American women even followed them into the service. They formed the WAC, the WAVES, and other women's groups to help win the war. They had to change because the world around them was changing, and they had to meet the challenge.

Non-Print Resources

- **History Channel** www.history.com/topics/world-war-ii/american-women-in-world-war-ii-1
Website includes additional links and gallery of images
- **The National WWII Museum** www.nationalww2museum.org/war/articles/gender-home-front
Website includes images from the National Archives
- **Striking Women** www.striking-women.org/module/women-and-work/world-war-ii-1939-1945
Website includes an interactive module and video

MAGNOLIA Resources

- **History Reference Center** images, video clips, and encyclopedic entries
- **Library of Congress** external research links
- **The National Archives** articles, video clips, and images

TEENAGE HOBOS

Topic: The Great Depression and Dust Bowl

MAGNOLIA: Lesson Plans and Activities for PK12 Librarians and Classroom Teachers

OVERVIEW

At the height of the Great Depression, two hundred and fifty thousand teenage hoboes were roaming America. Some left home because they felt they were a burden to their families; some fled homes shattered by the shame of unemployment and poverty. Some left because it seemed a great adventure. With the blessing of parents or as runaways, they hit the road and went in search of a better life. This activity is meant to expand students' analytical skills and to give them a greater understanding of life during the Great Depression. The experiences that they will see and read about are those of teenagers during the 1930s.

COLLABORATION

- These lessons should be collaboratively planned and taught by the social studies teacher and librarian with the aid of the English teacher. It can be connected to reading John Steinbeck's *Of Mice and Men* or *The Grapes of Wrath*.
- The activities can be split into more class periods if necessary, but it should take between 3 class periods to complete the lessons.

ESSENTIAL QUESTIONS

- What is homelessness?
- What prejudices are there about the homeless?
- Why are people homeless?

PRE-ASSESSMENT

Begin by showing the *PBS American Experience* “Riding the Rails” <https://www.pbs.org/wgbh/americanexperience/films/rails/>, to spark conversation about teenage hobos and the Great Depression. Use an exit slip as the pre-assessment. Include questions that will prompt each student to pose ideas or further questions about the video or topic in general. Sample questions may include the following:

- Why are teenagers homeless during the Great Depression?
- Why did they ride the rails?
- What was life like for teenage hobos?

CURRICULUM CONNECTIONS

MSCCRS Library

RED.LV.1.3 Read, listen to, view, and integrate information to build background knowledge across all subject areas.

RED.LA.2.5 Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.

RED.LA.2.6 Read to understand history, current events, and personal decisions.

RED.LA.2.9 Read widely and fluently to explore diverse perspectives and make meaningful connections with self, the world, and previous reading.

RED.LA.2.10 Apply reading strategies across the content areas.

RES.ID.1.1-4 Area of Inquiry Standard

RES.PR.2.1-6 Print and Digital Resources Standard

RES.EV.3.1-5 Evaluate, Analyze, and Organize Standard

RES.CO.4.1-3 Copyright and Fair Use Standard

DIG.CO.1.1 Use appropriate language when communicating with others while participating in and advocating for safe and ethical communication.

DIG.CI.2.1-4 Digital Citizenship Standard

DIG.PR.3.-1-3 Presentation Standard

**MSCCRS
English**

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**MSCCRS
Social
Studies**

US.5 Debate the social changes and the conflict between traditionalism and modernism in the 1920s.

US.6 Analyze the causes and effects of the Great Depression and the New Deal.

LESSON 1 INTRODUCTION (Classroom)

Objective

- Students will describe what they already know about the Dust Bowl and will research additional reasons for this historical event.

Duration

- 1 class period

Materials

- Citation style guide
- Computers with Internet access to MAGNOLIA
- Dust Bowl region map
- Graphic organizer

TASKS

1. Have students recall what they know about The Great Depression and the Dust Bowl by using a map of the Dust Bowl region https://fasttrackteaching.com/ffap/Unit_9_1930s/Unit9_Map_of_Dust_Bowl.html, discussing the causes of the Dust Bowl, weather patterns, and the economic activity of the region.
2. Split students into small groups to complete a graphic organizer on their knowledge of The Great Depression and the Dust Bowl. They should also include how each group feels about hobos. Students can use either print or digital resources to complete the research. The following are sample questions that will help guide the search:
 - a. What is the general attitude towards hobos?
 - b. What circumstances lead people to become hobos before and during the Depression and today?
 - c. What were the special circumstances involved in people becoming hobos during the Great Depression?
3. Reinforce copyright and fair use policies and how to create print and nonprint citations https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html.

LESSON 2 RESEARCH (Library)

Objective

- Students will identify the economic reasons that family structures changed, forcing some teenagers from their homes.

Duration

- 1 class period

Materials

- Computers with Internet access
- *Letters from the Boxcar Boys and Girls*

TASKS

1. Have each student read two letters from *The Boxcar Boys and Girls* website <https://erroluys.com/greatdepressionarchive.html>.
2. Explain that students will complete one of two options:
 - a. Write a letter from a teenage hobo to his/her family, describing life on the rails.
 - b. Write a journal entry describing a typical day on the rails, reflecting on what they left behind and what their hopes are for the future. Entries should include the difficulties in finding food and work, and any dangers and/or joys they experience.
3. Inform that both assignments should be limited to two pages and should be typed into an online document that can be shared with the teacher.

LESSON 3 REFLECTION (Health/Psychology)

Objective

- Students will develop a more personalized understanding of the impact the Depression and the Dust Bowl through music.

Duration

- 2 class periods

Materials

- Computers with Internet access to the Library of Congress
- *Striking a Chord: Railroads and Their Musical Heritage*

TASKS

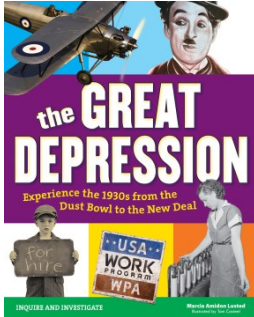
1. Share *Striking a Chord: Railroads and Their Musical Heritage* <https://www.pbs.org/wgbh/americanexperience/features/rails-chord/> with students to read in their small group.
2. Once each group has finished reading, explain that they will complete a search for music or “hobo songs” from the 1930s.
3. Explain that the group will construct a hobo song, using the information they have learned from the initial research. Students may use an existing tune or make up their own.
4. After completing the tune, students will perform the song for the class. Students can include musical instruments such as harmonicas, spoons, and guitars.

POST-ASSESSMENT

At the completion of this project, students will write how the readings have changed their perceptions of hobos. It should include what if the student were forced out of their homes and had to support themselves.

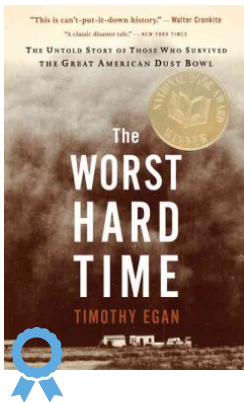
RESOURCE PATHFINDER

Print Resources



***The Great Depression: Experience the 1930s from the Dust Bowl to the New Deal* by Marcia Lusted – 973 LUS**

In *The Great Depression: Experience the 1930s From the Dust Bowl to the New Deal*, readers investigate the causes, duration, and outcome of the Great Depression, the period of time when more than 20 percent of Americans were unemployed. They discover how people coped, what new inventions came about, and how the economics of the country affected the arts, sciences, and politics of the times.



***The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl* by Timothy Egan – 978 EGA**

The dust storms that terrorized the High Plains in the darkest years of the Depression were like nothing ever seen before or since. Following a dozen families and their communities through the rise and fall of the region, Timothy Egan tells of their desperate attempts to carry on through blinding black dust blizzards, crop failure, and the death of loved ones.

Award Winner

Non-Print Resources

- **Living History Farm** livinghistoryfarm.org/farminginthe30s/water_07.html
Site includes information about riding the rails and hitchhiking during the Great Depression
- **Public Broadcasting** www.pbs.org/wgbh/americanexperience/features/rails-introduction/
Site includes articles, images, and videos about hobos during this time period

MAGNOLIA Resources

- **History Reference Center** periodical articles, videos, images
- **Library of Congress** music, images, articles, websites
- **National Archives** images, articles, websites

CREATING DIGITAL INFOGRAPHICS

Topic: Systems of the Body

Deskins, Liz. *Content-Area Collaborations for Secondary Grades*. ALA Editions, 2020.

OVERVIEW

Visual literacy is increasingly important in students' highly connected world. It is not enough for students to be able to interpret the images they see; they should also be able to create visual pieces that others understand and that promote learning and retention. Infographics are a popular medium that incorporates text, fonts, symbols, and structure to inform the viewer. In this project, students will create their own infographics to synthesize their research of the different body systems.

COLLABORATION

- These lessons should be collaboratively planned and taught by the Human Anatomy and Physiology teacher and librarian with the aid of the art and/or computer teachers.
- The activities can be split into more class periods if necessary, but it should take between 4-5 class periods to complete the lessons. Once students understand how to develop an effective infographic, the creation portion of the lesson can be done outside of class.
- After the initial class instruction regarding Canva, the process can be repeated for each body system throughout the course starting on Lesson 3: Research.

ESSENTIAL QUESTIONS

- How can class notes be visually represented?
- How can font, color, symbols, and structure enhance our understanding of information?
- How can infographics help students retain their learning?

PRE-ASSESSMENT

Select a body system and locate an article, a picture, and an infographic on the topic. MAGNOLIA databases will provide different types of materials on the same body system. Then divide the class into three groups. Students in the first group will receive a copy of the article, second group will receive a copy of the picture, and the third group will receive a copy of the infographic (you can split students into smaller groups using the same three items). Give students a few minutes to individually review their documents and then meet with other in their group to determine the strengths and weaknesses of using the provided document as a learning tool. This task can be completed using the Silent Discussion technique. Each group will discuss their findings with the class.

CURRICULUM CONNECTIONS

MSCCRS Library

RED.LA.2.10 Apply reading strategies across the content areas.

RES.PR.2.3 Identify and use primary sources (e.g., letter, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, and encyclopedias).

RES.PR.2.5 Identify and use MAGNOLIA, selected Internet sites, or other databases for credible research resources.

RES.PR.2.6 Select and use tools within sources to access content (e.g., table of content, indexes, keyword searches, sidebars, and related subjects).

RES.EV.3.3 Select, record, and organize information from multiple sources that addresses the information problem, answer guiding questions, and completes an evaluation criterion.

RES.EV.3.4 Draw evidence from graphs, charts, tables, diagrams, maps, schedule, illustrations, photographs, and other visuals to answer search questions.

RES.CO.4.1-3 Copyright and Fair Use Standard

DIG.CO.1.1-4 Collaboration and Communication Standard

DIG.CI.2.1-4 Digital Citizenship Standard

DIG.PR.3.2 Choose a presentation method based on appropriateness concern with intent, content, audience, and length.

**MSCCRS
English**

RI.10.1-10 Reading Informational Text Strand

W.10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**MSCCRS
Science**

HAP.1-14 Examine the structure and function of cells, tissues, and organs; demonstrate an understanding of the organization of the human body and its biochemical composition; the skeletal, muscular, nervous, endocrine, digestive, respiratory, cardiovascular, integumentary, immune, urinary, and reproductive systems; and examine the impact of diseases on certain systems.

LESSON 1 INTRODUCTION (Library)

Objective

- Students will view multiple examples, analyzing how the structure and organization of each infographic influences the students' understanding and retention of the information.

Duration

- 1 class period

Materials

- Examples of body systems infographics
- Visual Note-Taking Tool

TASKS

1. Explain that students will become more attuned to the roles that organization and structure play in how an infographic or visual information is interpreted.
2. Select examples of body system infographics and set up a gallery walk for students to view.
3. Ask students to complete the Visual Note-Taking Tool as they circulate, and plan for students to spend about five minutes with each work.
4. Have students discuss, as a whole class, how the infographic elements help the viewer interpret the work.
5. Ask students to reflect on how they would like to research and present visually each of the body systems.

human a & p body systems
VISUAL NOTE-TAKING TOOL

NAME _____

As you review each informational illustrated text, note how font style, color, images, and structure help the viewer understand and retain the information.

	Title	Font Style	Color	Images	Structure
Work 1					
Work 2					
Work 3					
Work 4					
Work 5					
Work 6					
Work 7					
Work 8					

The form also features a vertical column of colorful icons representing various human body systems: lungs, brain, heart, stomach, eye, mouth, ear, and a stylized human figure.

LESSON 2 CURATE (Library)

Objective

- Students will learn how to use online infographic creator to illustrate study guides.

Duration

- 1 class period

Materials

- Computer with Internet access
- Online infographic creator help sheet

TASKS

1. Have students practice creating infographics using the examples from Lesson 1: Introduction.
2. Ask students to think about their research topic (human body systems), students will develop a color scheme, font family, and curate images for use in their final project.
3. Encourage students to use recognizable symbols and color schemes because that will help students learn and retain the information portrayed in the infographic.

ONLINE INFOGRAPHIC CREATORS



LESSON 3 RESEARCH (Library)

Objective

- Students will research a body system and synthesize the research in an infographic.

Duration

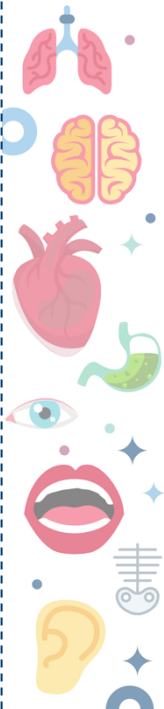
- 2 class periods

Materials

- Computers with Internet access to MAGNOLIA or other appropriate school library database
- Cornell Note-Taking System worksheet

TASKS

1. Encourage students to ask a research question that will expand their knowledge of the body system, clear up misconceptions about the body system, or explore a niche area of the body system.
2. Have students complete the Cornell Note-Taking System worksheet and then they will synthesize their research into infographics using the chosen online infographic creator.
3. Explain that students will need to consider the best structure for presenting information regarding the body system.



human a & p body systems
NOTE-TAKING SHEET

NAME _____
BODY SYSTEM _____

MLA Citation

Images, Fonts, Colors	Notes

Summary of Notes and Structure of Information

LESSON 4 PRESENT (Classroom)

Objective

- Students will present their infographics for critique and provide feedback to peers in a small group.

Duration

- 1 class period

Materials

- Completed infographic projects
- Infographic Project Rubric

TASKS

1. Create small groups of six or fewer students each and provide the guidelines to students for their discussion.
2. Teach students to frame their critiques in “I” statements (e.g., “I notice...”) and to ask questions about the work.
3. Explain that each group should critique one piece at a time, then together write a summary of their critiques on the piece.
4. Use the Infographic Project Rubric to assist in assessing students’ research and development of information and the completed infographic projects.

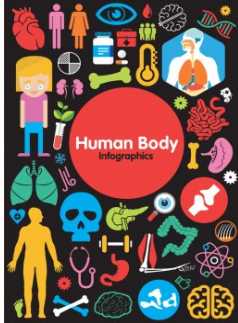
POST-ASSESSMENT

Each small group will answer the following questions in a quick writing assignment:

- How did you read and research widely and deeply for this project?
- How did you solve a problem in your infographic creation process?

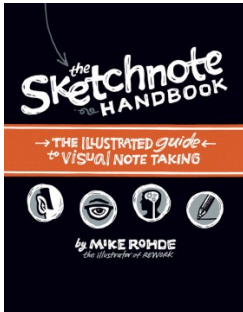
RESOURCE PATHFINDER

Print Resources



***Human Body: Infographics* by Harriet Brundle – 612 BRU**

Explore the amazing human body with this visually oriented title. Readers can expect modern, engaging imagery and informative text.



***The Sketchnote Handbook* by Mike Rohde – 651 ROH**

The Sketchnote Handbook explains and illustrates practical sketchnote techniques for taking visual notes at your own pace as well as in real time during meetings and events. Rohde also addresses most people's fear of drawing by showing, step-by-step, how to quickly draw people, faces, type, and simple objects for effective and fast sketchnoting. The book looks like a peek into the author's private sketchnote journal, but it functions like a beginner's guide to sketchnoting with easy-to-follow instructions for drawing out your notes that will leave you itching to attend a meeting just so you can draw about it.

Non-Print Resources

- **Health Line** [healthline.com/human-body-maps](https://www.healthline.com/human-body-maps)
Website includes an interactive model of the body systems
- **Innerbody Research** [innerbody.com/html/body.html](https://www.innerbody.com/html/body.html)
Website includes an interactive model of each of the body's systems by gender
- **Live Science** [livescience.com/37009-human-body.html](https://www.livescience.com/37009-human-body.html)
Website includes an illustrated guide of the body and external links for each of the body's systems

MAGNOLIA Resources

- **Explora** images, video clips, and encyclopedic entries
- **BioInteractive** videos and interactive media
- **Consumer Health Complete** journal articles, video clips, ebooks

READING SCIENTIFIC ARTICLES

Topic: Survival of the Species

Deskins, Liz. *Content-Area Collaborations for Secondary Grades*. ALA Editions, 2020.

OVERVIEW

Understanding the interconnectedness of organisms in the physical environment, now and in the future, is critical for the survival of our planet. How will the habitats on our planet be affected by environmental changes in 2050? Students will learn how to read and analyze scientific articles, while learning to evaluate the credibility of sources. Also, students will learn how to build critical thinking and collaboration skills to design a habitat and a species of the future.

COLLABORATION

- These lessons should be collaboratively planned and taught by the Biology teacher and librarian.
- The activities can be split into more class periods if necessary, but it should take between 12-14 class periods to complete the lessons.

ESSENTIAL QUESTIONS

- In what ways do scientists share knowledge?
- What does adaptation look like?
- How do the activities of humans affect the environment?

PRE-ASSESSMENT

Students will visit the school library to participate in Stranded on a Mountain <https://tinyurl.com/y4fpgjsp>, a team-building survival game. The game outlines an emergency scenario in which learners find themselves stranded in an inhospitable environment. Survivors are left with already limited resources but will need to narrow those resources even further to create a quantity they can take with them. Guide a class discussion as students attempt to prioritize the resources that will best aid the group, preparing students to think critically about environmental factors and the needs of inhabitants for survival.

CURRICULUM CONNECTIONS

MSCCRS Library

RED.LV.1.3 Read, listen to, view, and integrate information to build background knowledge across all subject areas.

RES.LA.2.5 Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.

RES.LA.2.6 Read to understand history, current events, and personal decisions.

RES.ID.1.1 Follow an inquiry-based process to seek knowledge on a topic for personal interests or for a learning goal.

RES.ID.1.1 Follow an inquiry-based process to seek knowledge on a topic for personal interests or for a learning goal.

RES.ID.1.4 Find, evaluate, and select appropriate sources to answer questions.

RES.PR.2.1 Use various reference resources (e.g., encyclopedia, newspaper, magazine, almanac, atlas, biographical sources, internet source, and dictionary) to find information.

RES.PR.2.2 Use a variety of authoritative sources, considering multiple perspectives and points of view to analyze technical, historical, scientific and/or literary documents.

RES.EV.3.1-5 Evaluate, Analyze, and Organize Standard

RES.CO.4.1-3 Copyright and Fair Use Standard

DIG.CO.1.1-4 Collaboration and Communication Standard

DIG.PR.3.1-3 Presentation Standard

**MSCCRS
English**

RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**MSCCRS
Science**

BIO.5.1-9 Complex interactions within an ecosystem affect the numbers and types of organisms that survive. Fluctuations in conditions can affect the ecosystem's function, resources, and habitat availability. Ecosystems are subject to carrying capacities and can only support a limited number of organisms and populations. Factors that can affect the carrying capacities of populations are both biotic and abiotic.

LESSON 1 INTRODUCTION (Library)

Objective

- Students will understand how scientists share scientific information through the scientific journal process. Students will practice analyzing scientific journal articles in multiple ways.

Duration

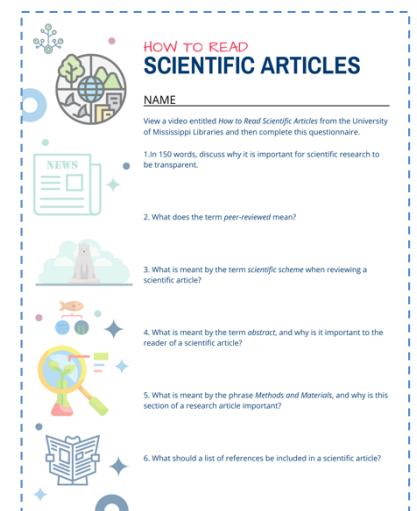
- 3 class periods

Materials

- 2050 Habitat Checklist
- 2050 Species Checklist
- Articles found in Academic Search Premier
- Assessing Scientific Articles worksheet
- How to Read Scientific Articles
- How to Read Scientific Articles questionnaire

TASKS – Day 1

1. Work with biology teacher using Academic Search Premier located in the MAGNOLIA Database Consortium to find scientific research articles that address the following subjects: biodiversity, climate change, and specific habitats such as rain forests, deserts, wetlands, oceans, temperate deciduous forests, coniferous forests, grasslands, shrublands, and the tundra.
2. Show students a video from the University of Mississippi Libraries entitled How to Read Scientific Articles <https://youtu.be/1BuE138KK18> and ask students to complete the How to Read Scientific Articles questionnaire.
3. Allow students to rank order their choices of habitat, then work with the biology teacher to place students into their chosen habitat groups.



TASKS – Day 2

1. Give each group an article about the group's prospective habitat and the Assessing Scientific Articles worksheet for students to use as they analyze the article (independently).
2. Have students discuss the article as the biology teacher and school librarian monitor and participate in the discussions as needed.

3. Inform students that the focus of this discussion is on whether the information found in the article reveals future implications for species in the habitat.

TASKS – Day 3

1. Inform students that they will have an opportunity to video chat with scientists who will share their knowledge about habitats, biodiversity, and species evolution. Scientists can be contacted through Skype a Scientist <https://www.skypeascientist.com/>.
2. Prepare students for these chats by working with habitat groups to develop questions for the scientist(s) with whom they will video chat.
3. Provide groups with the 2050 Habitat Checklist and the 2050 Species Checklist to help develop their lists of questions to ask.

ASSESSING SCIENTIFIC ARTICLES

NAME _____

Easy Access For Later Use

Whenever you read an article, a pertinent book chapter, or research on the web, use this template to make an electronic record of your notes for easy access later when you cite the article.

- Complete citation for an article: Author(s), date of publication, Title, Journal, volume, issue number, pages. If web access: URL, date accessed.
- Complete citation for a book: Author(s), date of publication, Title, Place of publication, Publisher, pages.
- Key Words: _____
- General Subject: _____
- Specific Subject: _____
- Summary of Key Points: _____

Cited References to Follow Up On

Cite those obviously related to your topic and any paper frequently cited by others because those works may well prove to be essential as you develop your own work.

Other Comments

LESSON 2 INTERVIEW (Classroom)

Objective

- Student groups will research and Skype with a scientist to collect and evaluate the necessary information and then use it to design a habitat of the future and describe the species living there.

Duration

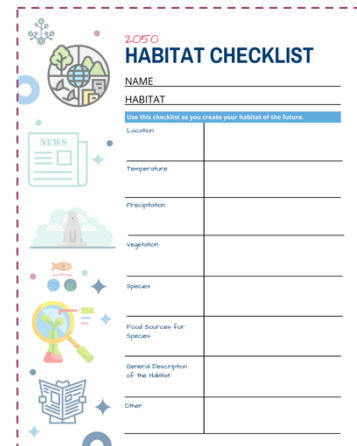
- 5 class periods

Materials

- APA Works Cited guide
- Chart paper, markers, and sticky notes
- Checklists
- Computer with Internet access
- Skype session
- Student-created questions

TASKS

1. Each group will interact with a scientist knowledgeable about the habitat the group members have researched, using questions the students developed earlier.
2. Ask students to complete a three-question exit survey:
 - a. How did the video *How to Read Scientific Articles* help you interpret the article about your habitat?
 - b. In what ways did the video chat with a scientist extend your knowledge about the future of the habitat and the survival of its species?
 - c. How did the learning shared by other habitat groups assist you in your thinking?
3. Use the knowledge acquired through scientific journals, and conversations with scientists, students will begin discussing and designing their 2050 habitats and species using chart paper, markers, and sticky notes.
4. Allow students three class periods to collaborate on this design phase. Students will employ the checklists as they create their habitats.
5. Introduce or reinforce how to create a Works Cited page in American Psychological Association (APA) style <https://tinyurl.com/y85u5a5c>.



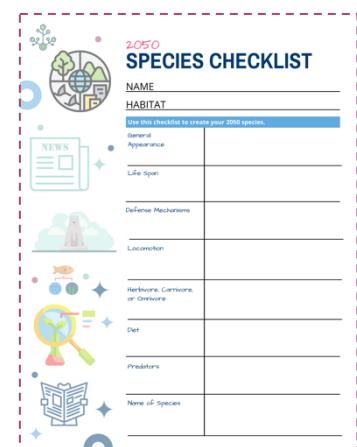
2050 HABITAT CHECKLIST

NAME _____

HABITAT _____

Use this checklist to create your habitat of the future.

Location	_____
Temperature	_____
Precipitation	_____
Vegetation	_____
Species	_____
Food Sources For Species	_____
General Description of the Habitat	_____
Other	_____



2050 SPECIES CHECKLIST

NAME _____

HABITAT _____

Use this checklist to create your 2050 species.

General Appearance	_____
Life Span	_____
Defense Mechanisms	_____
Locomotion	_____
Herbivore, Carnivore, or Omnivore	_____
diet	_____
Predators	_____
Name of Species	_____

LESSON 3 PRESENTATION (Library)

Objective

- Students will use their scientific knowledge to provide a rationale for their 2050 habitat that will ensure the species' survival.

Duration


- 2 class periods

Materials

- 2050 Habitat Review

TASKS

1. Inform students that they will present their 2050 habitats and species using the scientific knowledge to provide a rationale for the habitat that will ensure the species' survival.
2. Distribute the 2050 Habitat Review form and ask students to complete a peer review for each habitat group. Students will revise their habitat or species or both as necessary based on peer reviews.
3. Ask students from the habitat group to respond to the following questions in an exit slip, helping the school librarian and the biology teacher assess how students are performing as a group.
 - a. How do I feel about the work I did for this project?
 - b. What could I have done better?
 - c. In what ways do I feel this research has prepared me for further learning?



The form is titled "2050 HABITAT REVIEW" and includes the following sections:

- NAME** _____
- HABITAT** _____
- Location:** What, if any, impact has climate change had on this location?
- Temperature:** In what ways has the temperature changed?
- Precipitation:** How has precipitation changed, and how has the change affected the environment?
- Vegetation:** What is different about vegetation?
- Species:** How has the species researched by this group adapted to survive? Did the rationale for the species' adaptation provided by the "learner scientists" convince you? If so, how? If not, what changes would you suggest?
- Food Source for Species:** What food sources are available?
- General Description of the 2050 Habitat:**

LESSON 4 TECHNOLOGY (Classroom)

Objective

- Students will use their 2050 habitat and species concepts to create a computer model to share with the school community.

Duration

- 2 class periods

Materials

- Computer with Internet access to 3-D design software
- Design concepts

TASKS

1. Collaborate with biology and technology teachers to support groups' enhancement of their habitat and species concepts using appropriate 3-D design software.
2. Work with the technology teacher to review and select the design software. If available, use a makerspace to create a 3-D model of the species.
3. Inform students that they will share their 2050 habitats and completed species design with the school community through either the teacher's or library's websites.

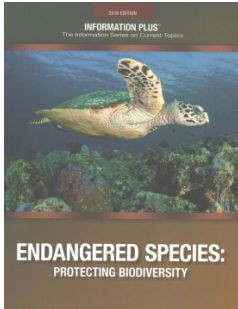
POST-ASSESSMENT

Ask students to use Flipgrid to respond to the following prompt:

- As a result of contemplating the potential changes in your future physical environment, how do you see yourself affecting your community's habitat in the next ten years?

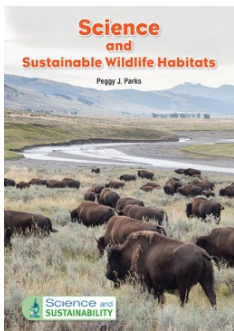
RESOURCE PATHFINDER

Print Resources



***Endangered Species: Protecting Biodiversity* by Kim Evans – 578 EVA**

Discusses what has been done to protect endangered species in the United States and around the world and examines the debate over what future actions are warranted. Designed as ready-reference tools providing key data on social concerns, these books save researchers and students from the cumbersome task of locating the various data in pamphlets, legal journals, congressional reports, newspapers and other sources.



***Science and Sustainable Wildlife Habitats* by Peggy Parks – 333 PAR**

Wildlife habitats represent the physical environment where animals live and can find the necessities of life, such as food, water, shelter, and space to raise their young. These habitats are found all over the world, from lush tropical rainforests to oceans, freshwater lakes, wetlands, grasslands, mountains, and polar regions. Wherever they are located, scientists are dedicated to preserving and protecting them.

MAGNOLIA Resources

- **Academic Search Premier** images, video clips, and journal entries
- **BiInteractive** videos, interactive media, academic articles
- **Newspaper Source** domestic and international newspaper articles

SERVICE LEARNING ACROSS DISTANCE

Topic: Community Service

Deskins, Liz. *Content-Area Collaborations for Secondary Grades*. ALA Editions, 2020.

OVERVIEW

In order for students to understand the power and purpose of civic behavior, students need the opportunity to participate in service learning. Teaching service learning as a project provides the support and guidance necessary for learners to succeed. Creating an opportunity for students to work with each other also builds collaboration skills, a necessary competency not only for service learning but for success in life. Service learning can be defined as a hands-on learning project for which the objective is to achieve a real-life outcome that will benefit the community and, while doing so, to gain skills and a deeper understanding of what it means to be a good citizen.

COLLABORATION

- These lessons should be collaboratively planned and taught by the College- and Career-Readiness teacher and school librarian.
- The activities can be split into more class periods if necessary, but it should take between 9 class periods to complete the lessons.

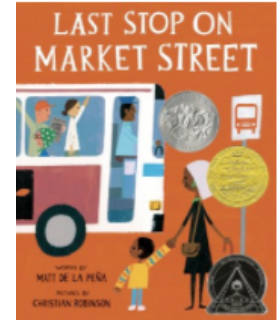
ESSENTIAL QUESTIONS

- Why do we practice service learning?
- How does service-learning impact your thoughts about being a citizen?

PRE-ASSESSMENT

Begin by reading *Last Stop on Market Street* by Matt de la Peña to the class. Then, without any discussion, ask students to fill out an exit slip revealing what they know or believe they know about service learning:

- Explain what you believe service learning is.
- Have you ever done community service? If so, what did you do?
- Do you think community service is a beneficial activity? Why or why not?



CURRICULUM CONNECTIONS

MSCCRS Library

RES.ID.1.1-4 Area of Inquiry Standard

RES.PR.2.5 Identify and use MAGNOLIA, selected Internet sites, or other databases for credible research resources.

RES.PR.2.6 Select and use tools within sources to access content (e.g., table of content, indexes, keyword searches, sidebars, and related subjects).

RES.EV.3.3 Select, record, and organize information from multiple sources that addresses the information problem, answer guiding questions, and completes an evaluation criterion.

RES.EV.3.5 Use various note taking strategies (e.g., highlight and graphic organizers) and organizational patterns (e.g., chronological order, main idea with supporting information).

RES.CO.4.1-3 Copyright and Fair Use Standard

DIG.CO.1.1-4 Collaboration and Communication Standard

DIG.CI.2.1-4 Digital Citizenship Standard

DIG.PR.3.1-3 Presentation Standard

**MSCCRS
English**

W.12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**MSCCRS
College-
and
Career-
Readiness**

Unit 7:1 Determine a service project that will meet a need within the local school/community.

Unit 7:2 Write and present a proposal for the selected service project to peers and selected staff.

Unit 7:3 Implement a student-led project into the school/community.

Unit 7:4 Evaluate the success of the student service project.

Unit 7:5 Present the final overall report to the selected portfolio committee (e.g., make a video, write an article, create a slideshow, etc.).

LESSON 1 INTRODUCTION (Library)

Objective

- Students will begin thinking possible service projects that they will do collaboratively with each other.

Duration

- 3 class periods

Materials

- Computers with Internet access to Mentimeter website
- Padlet app
- Projection screen and audio speakers
- *Service-Learning: Turning Ideas into Action* YouTube video

TASKS – Day 1

1. To begin the conversation, students will watch a short YouTube video, *Service-Learning: Turning Ideas into Action* https://youtu.be/4JE_zmCUDtg from Learn and Serve America.
2. Afterward, allow students to guide the discussion about service learning using Padlet app.
3. Once several ideas are listed, students will conduct a quick research on these ideas.
4. Have students add information as well as rationale for why the project researched is a service activity worth pursuing.

TASKS – Day 2

1. Give students who feel impassioned by their service-learning project idea an opportunity to present their idea to the class.
2. Allow the class to discuss their ideas and vote on the top five project ideas that students are most inspired to pursue. Students will use Mentimeter to cast their votes.

TASKS – Day 3

1. Introduce to students the five ideas selected by each class. The discussion might also consider barriers of cost, time, or other resources to accomplishing the task.
2. Use Mentimeter to allow students to rank order the project ideas in which they are most interested to participate and group students by their interests.

LESSON 2 PLAN (Classroom)

Objective

- Students will design and execute their service-learning project with their group.

Duration

- 3 class periods

Materials

- Computers with Internet access
- Service-Learning Project Checklist

TASKS

1. Provide students with the Service-Learning Project Checklist and review the elements on the list with classmates.
2. Explain that the checklist will serve as students' guide to the steps that need to be completed. Although students will work together in groups on their service projects, each student will complete the checklist independently because students' comments will be personal.
3. Have students identify and assign tasks and to schedule subsequent meetings. Some meetings may take place outside of class.
4. Once their project plan is complete, the groups will execute the service-learning project and complete the project checklist.
5. Inform that at various points throughout the project, students will take photos and videos for use in the final presentations.
6. Although three class periods will be dedicated to initial planning, further planning and then executing this portion of the unit may take students as long as two months.
7. Explain that groups will schedule one or more meetings with their teacher or school librarian to review their progress and ask questions. This meeting will allow the teacher to assess whether the projects are progressing satisfactorily.



CCR SERVICE-LEARNING PROJECT CHECKLIST

NAME _____

SERVICE PROJECT _____

Consider the following questions when planning your project:

- What needs can you identify that might be met by your service project?
- Examine your idea. Will your project serve a real and meaningful need that is not already being met in some other way? Considering your limitations and resources available, is the project realistic?

If you answered yes to the preceding questions, continue with your project.

Completed	Planning Steps	Notes and Issues I Encountered
	Investigation Can this be accomplished?	
	Community Involvement Is it possible for the community or community members to be involved?	
	Planning and Preparation Have I accounted for everything necessary to make this project a success?	
	Implementation Did all the steps work?	
	Reflection How do I feel about this service project now?	
	Demonstration Do I have everything I need to share this project with others?	

LESSON 3 RESEARCH (Library)

Objective

- Students will create and share a brief presentation of the projects, soliciting and responding to feedback from classmates.

Duration

- 2 class periods

Materials

- Computers with Internet access to presentation program
- Peer feedback survey questions
- Service-Learning Project Checklist

TASKS

1. Inform that groups will create three- to four-minute presentations that illustrate their service-learning projects. Presentations should include photo, video recordings, or both to help illustrate project groups' work and the impact of their projects on the community.
 - a. Students can choose to create a digital portfolio instead of a presentation. Portfolios can be created using Wakelet, Book Creator, or Google Sites.
2. Explain that students will present their service projects to classmates, who will use online survey program to provide feedback on each presentation.
3. At the conclusion of each presentation, ask learners to reflect on the following questions:
 - a. What did you feel was the most meaningful part of this service project?
 - b. What part of the service project could be improved?
 - c. What suggestions do you have for the presentation of this service project?
4. While classmates are completing the peer feedback surveys, ask the students in the group to finish the notes on their project checklists and return the checklists to the teacher.
5. Provide each group an opportunity to revise their presentations informed by peer feedback before sharing the projects with invited community members and civic groups.

LESSON 4 PRESENT (Library)

Objective

- Students will engage the greater community by presenting their service-learning projects and explaining how the projects can benefit the community.

Duration

- 1 class period

Materials

- Community Feedback Survey questions
- Presentation

TASKS

1. Invite civic leaders and other interested community members to learn about the service-learning projects and discuss ways these successful projects could continue.
2. Once the presentations are completed, ask visitors to complete a community feedback survey either in print or online for the project groups:
 - a. What did you feel was the most meaningful part of this service project?
 - b. What part of the service project could be improved?
 - c. What suggestions do you have for the project group?
 - d. How would you like to get involved in furthering this service project?

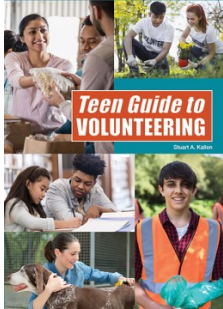
POST-ASSESSMENT

Ask students to write a personal narrative reflecting on and discussing the following questions, including the essential questions for the unit:

- Why do we practice service learning?
- How does service-learning impact your thoughts about being a citizen?
- Has your service-learning project changed your thinking about civic service?
- How do you feel personally about your specific service-learning project?
- What suggestions do you have for improving this unit for future classes?

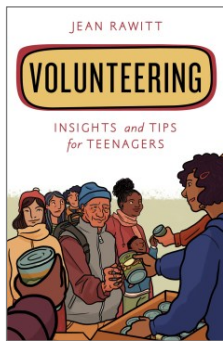
RESOURCE PATHFINDER

Print Resources



***Teen Guide to Volunteering* by Stuart Kallen – 361.3 KAL**

Volunteering helps teens sharpen their social skills, build self-esteem, gain real-world experience, meet mentors, and attain letters of recommendation for college applications. Teens interested in making the world a better place can find numerous project ideas, advice, and insights from successful teen volunteers in this motivational guide.



Volunteering: Insights and Tips for Teenagers

by Jean Rawitt – 302 RAW

While many young adults want to help their community in some way, many are unsure of where to start. This book empowers teenagers to take action by providing information on how to get started, be successful, and make a difference. First-hand accounts from teenagers provide additional insight from those who have gone through the process themselves.

Non-Print Resources

- **Do Something** www.dosomething.org/us
Website includes numerous causes, articles, and scholarship opportunities
- **iCivics** www.icivics.org
Website includes lesson plans, writing prompts, and online games
- **TeenLife Blog** www.teenlife.com/blogs/50-community-service-ideas-teen-volunteers
Website includes community service ideas for high school students

MANAGING YOUR ELECTRONIC REPUTATION

Topic: Digital Literacy

Deskins, Liz. *Content-Area Collaborations for Secondary Grades*. ALA Editions, 2020.

OVERVIEW

It is difficult today to maintain one's reputation given the ease with which information can be disseminated. Snapchat, Instagram, Twitter, and other social media platforms make it so effortless to send a thought, photo, or meme without using those critical-thinking skills that are emphasized in information and media literacy classes. This unit focuses on the following questions: What is a digital footprint? What does your digital footprint look like? How can you manage your digital footprint? The unit concludes with students creating a public service announcement to inform their school-wide community about strategies to preserve one's electronic reputation.

COLLABORATION

- These lessons should be collaboratively planned and taught by the College- and Career-Readiness teacher, school librarian, and school counselor.
- The activities can be split into more class periods if necessary, but it should take between 8-9 class periods to complete the lessons.

ESSENTIAL QUESTIONS

- Is your digital footprint one that you are proud to share with your parents and grandparents? Why or why not?
- How is your digital footprint a benefit or a detriment to your future?
- In what ways can your digital footprint alter your life?

PRE-ASSESSMENT

Begin by showing the short video from NetSmartz entitled *Your Photo Fate* <https://tinyurl.com/netsmartzdig> to spark conversation about and interest in the issue of technology and online behavior. What do students think they know about this topic? What are the issues? What are the ramifications? Use an exit slip as the pre-assessment. Include questions that will prompt each student to pose ideas or further questions that could evolve into a concept for a public service announcement (PSA) to be shared with the community. Sample questions may include the following:

- What is a fact or an issue, or both, that surprised you after you view the video?
- What are several ways in which the young adults in the video did not practice healthy decision making?
- If you were in charge of a social media campaign to inform young adults how to make better choices online, how might you go about it?

CURRICULUM CONNECTIONS

MSCCRS Library

RED.LV.1.3 Read, listen to, view, and integrate information to build background knowledge across all subject areas.

RED.LA.12.9 Read widely and fluently to explore diverse perspectives and make meaningful connections with self, the world, and previous reading.

RES.ID.1.1-4 Area of Inquiry Standard

RES.PR.2.2 Use a variety of authoritative sources, considering multiple perspectives and points of view to analyze technical, historical, scientific and/or literary documents.

RES.EV.3.3 Select, record, and organize information from multiple sources that addresses the information problem, answer guiding questions, and completes an evaluation criterion.

RES.EV.3.5 Use various note taking strategies (e.g., highlight and graphic organizers) and organizational patterns (e.g., chronological order, main idea with supporting information).

RES.CO.4.1-3 Copyright and Fair Use Standard

DIG.CO.1.1-4 Collaboration and Communication Standard

DIG.CI.2.1-4 Digital Citizenship Standard

DIG.PR.3.1-3 Presentation Standard

**MSCCRS
English**

RL.12.1-10 Reading Literature Strand

W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**MSCCRS
College-
and
Career-
Readiness**

Unit 8:1 Explain the role that digital media plays in an individual's daily life.

Unit 8:2 Demonstrate proper etiquette when collaborating, communicating, and using digital media.

Unit 8:3 Evaluate the impact of social media on digital communities.

Unit 8:4 Analyze copyright and plagiarism laws.

Unit 8:5 Explore the various facets of internet privacy.

Unit 8:6 Create a presentation that applies knowledge and understanding of an aspect of digital literacy/digital citizenship.

**MSCCRS
Computer
Sciences**



IC.3A.1 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

IC.3A.4 Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.

IC.3B.1 Evaluate computational artifacts to maximize their beneficial effects and minimize harmful effects on society.

IC.3B.2 Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society.

LESSON 1 INTRODUCTION (Library)

Objective

- Students will explore the concept of healthy decision making within the context of living in an interconnected digital world.

Duration

- 2 class periods

Materials

- Computer with Internet
Access to the author's website
- "Interview with the Author: Jennifer Brown"
- *Thousand Words* by Jennifer Brown

TASKS

1. Inform students that they will be reading Jennifer Brown's 2013 young adult novel, *Thousand Words*. Students will explore concepts of healthy decision making relative to digital living.
2. Explain that students will read and discuss the novel during a two-week period and should be prepared to assess and think critically about their own digital footprint.
 - a. What were some of the barriers that hindered each of the main characters from making healthy decisions about their online social interactions?
 - b. Why is the author's title, *Thousand Words*, significant for your understanding of online behavior?
3. Have students investigate their own digital footprint by asking students to compose a list of apps and websites they use regularly and to analyze the content and style of their own digital communication as a means of determining the types of messages they are potentially conveying to others.
4. Remind students not to share the lists of apps and websites with other students. Maintaining each student's privacy is an important component of this lesson.
5. Assign students to small groups in which they can discuss what they discovered. Because of the potential sensitivity of the topic, students will be asked not to disclose personal things they discover about themselves. The following questions can be used to guide discussion in the small groups:
 - a. What surprised you the most as you reflected on your app and website use?
 - b. What decisions making went into the selecting the apps and websites you use?



- c. How did you feel when you found something you thought had been deleted?
 - d. Did you discover a post or photo, or both, that ended in another conversation? Were you unsettled by the direction that conversation took?
6. Follow the small-group discussion, as a whole class, students will compile a list of apps and websites on which students found themselves most often.
7. Select the top six or eight apps and websites that are most commonly used among the students. Students will then each select an app or website to investigate, thereby creating a new working group.
8. Have students select a representative from each working group to meet with the library advocacy committee to discuss plans for a school-wide awareness campaign about using social media, understanding footprints, and protecting users' privacy and reputation.

LESSON 2 RESEARCH (Library)

Objective

- Students will use information found about the apps and websites that student groups have chosen to investigate, students will create their PSA to inform others about digital privacy and security best practices, while also demonstrating an ethical understanding of copyright and plagiarism.

Duration

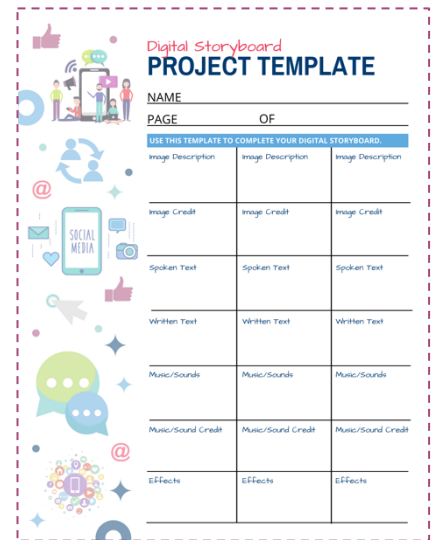
- 3-5 class periods

Materials

- Computers with Internet access
- Digital Storyboard Template

TASKS

1. Show students *Privacy Student Intro Video – The Digital Footprint* <https://youtu.be/DinW62zIWcc> prepared by Common Sense Education as an example of a multimedia PSA.
2. Explain that students will brainstorm a list of questions that are important to explore about the apps or websites being researched, keeping in mind that small groups will be creating PSAs about apps or websites. Some questions may include the following:
 - a. What is the history of the app or website?
 - b. How long has the app or website been in existence?
 - c. Who developed the app or website?
 - d. What was the motivation for creating the app or website?
 - e. What is my motivation for using the app or website?
 - f. What kind of information is the app or website gathering about me?
 - i. Is the information private?
 - ii. Are postings made public?
 - iii. What settings are available to manage my own privacy?
 - iv. How would my posting affect someone else?



3. Have students use the Digital Storyboard Template to plan and organize the PSA message according to information gathered from the questions.
4. After the storyboards are approved, students will create their PSA as a multimedia presentation. This should include a Works Cited page, including resources used to develop the PSA message, using MLA style guide or EasyBib.
5. Evaluate the storyboards and Works Cited page and provide feedback to help students revise their multimedia presentations as needed.

LESSON 3 PRESENT (Classroom)

Objective

- Students will show their multimedia presentation, broadcasting their respective messages about digital privacy and security best practices, to school-wide audiences of students, educators, and administrators.

Duration

- 1 class period

Materials

- Computers with Internet access to Learning Management System
- Multimedia presentations
- Online survey tool

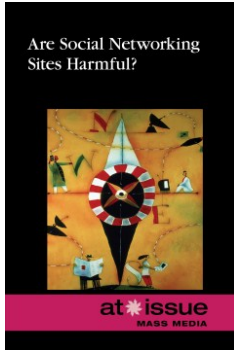
TASKS

1. Ask students to upload their multimedia presentations or PSAs to the learning management system. This will enable all students to engage with and reflect on the PSA messages.
2. Coordinate with other teachers and administrators to select a day for the virtual awareness event. Once students have viewed the PSA message on the learning management system, ask them to provide anonymous feedback using an online survey tool. Questions may include the following:
 - a. What is something new you learned about a particular app or website?
 - b. How will this presentation cause you to think differently about your digital footprint?
 - c. What other apps or sites would you like to learn more about?

POST-ASSESSMENT

Small groups will analyze and reflect upon the PSA audience survey results to self-assess their ability to communicate complex ideas clearly and effectively and to inspire safer engagement with social media using a multimedia format. Groups will compose a list of their findings to share in class. Individually, students will write a reflection essay explaining knowledge gained by themselves and by their audiences and changes students and viewers made to their social media behavior and decision making.

Print Resources



***Are Social Networking Site Harmful?* by Greenhaven Press**

How do we navigate a world in which social media data collection often seems to violate privacy? To what degree does social media encourage political reform and to what degree can it be used by authoritarian governments to suppress dissent? Social media complicates our social, cultural, and political lives in vast and often difficult-to-understand ways. Supporting critical thinking skills and text analysis, this informative anthology tackles issues related to social media. Readers are presented with a diverse spectrum of essays on social networking site issues such as privacy, addiction, personality disorders, and education.



***Digital Ethics* by Amie Jane Leavitt - 302.23 LEA**

Whether it is research, social networking, or other leisure and work pursuits, youth today must negotiate their online realms with care. Adhering strongly to International Society for Technology in Education's (ISTE) standards for STEAM subjects, this work is an invaluable introduction and instructional to engaging online safely, legally, and ethically. Vivid imagery, original and practical project suggestions, as well as potential and actual ethical anecdotes and scenarios ripped from today's headlines combine to inform and empower readers. This is a must-have resource for young people learning to be thoughtful and proactive digital citizens.

Non-Print Resources

- **Common Sense Education** www.commonsense.org/education/digital-citizenship
Website includes K-12 lesson plans
- **Crisis Prevention Institute** www.crisisprevention.com/Blog/Digital-Citizenship
Website includes an Educator Guide to Digital Life Skills

MAGNOLIA Resources

- **Academic Search Premier** images, video clips, and encyclopedic entries
- **TOPICsearch** current event articles on popular issues