2020
S i x t h - E i g h t h   G r a d e
Lesson Plans
for **LIBRARIES**

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Mississippi Department of Education

SCHOOL LIBRARY PROGRAM

MISSISSIPPI DEPARTMENT OF EDUCATION

Dr. Nathan Oakley
Chief Academic Officer
noakley@mdek12.org

Dr. Tenette Smith
Executive Director, Office of Elementary Education and Reading
tenette.smith@mdek12.org

Elizabeth Simmons, Ed. S.
School Library Specialist
esimmons@mdek12.org

Melissa Banks
Director of Digital Learning
mebanks@mdek12.org

MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed. D.   ·   State Superintendent of Education

SCHOOL LIBRARY WORKGROUP

Kim Baldwin
Harrison County School District

Bruce Golden
Jackson Public School District

Bethany Berry
Madison County School District

Hayley Henderson
Starkville Oktibbeha Consolidated
School District

Leah Biedleman
Yazoo County School District

Otha Keys
Jones County School District

Jennifer Dunkin
Harrison County School District

Dr. Deborah Lee
Mississippi State University

Corbin Ellis
Yazoo County School District

Angela Mullins
Simpson County School District

Ashley Fortner
Oxford School District

Amanda Osborne
Oxford School District

Dr. Meagon Touchstone
Harrison County School District

TABLE OF CONTENTS

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

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: Individual Instruction Small Group Whole Group	**Est. Time & duration:**
	Content Topic:
Type of Schedule: Stand-alone Lesson Lesson in a Unit Multiple Unit Lessons	**Overview:** *summary of the lesson*
Level of Collaboration: Collaboration Coordination Cooperation	**Learning Target:**

Section 2: STANDARDS CONNECTION	
MS CCR Standards:	**MS School Library Learning Skills:**
Essential Questions: • *Connect w/ students (prior learning, accessible language)* • *Genuine inquiry (open-ended)* • *Encourage transfer across a range of learning experiences*	**Critical Concepts/Vocabulary:**
Comments & Notes:	

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

Section 4: INSTRUCTION & LEARNING PLAN

Resources Students will Use:
    Books
    Reference
    Digital resources
    Audio/Visual materials
    Other (list):
	Preparation:

Pre-Assessment:

Direct Instruction for Students:

Modeling & Guided Practice: *How will students acquire the knowledge to practice the required skills? How will the formative assessment be used to give students feedback?*

Independent Practice: *How will they practice applying these skills? Give precise directions.*

Post-Assessment: *What did the students learn? How will we know?*

Documents: *Pathfinders, rubrics, checklists*

Differentiation Strategies: *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?*

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	**Coplanning Required** Coplanning occurs when equal partners work together to design instruction. Educators begin with the end in mind – students' performance of the learning objectives. During coplanning, educators codesign assessment instruments and align students' learning tasks with objectives and assessments.	**Collaboration** 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.	**Team Teaching**	After collaborative planning, educators co-teach by assuming different roles during instruction.
	5			**Parallel Teaching**	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.
				Station Teaching	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.
	4			**Alternative Teaching**	One educator pre-teaches or re-teachers concepts to a small group while the other educator teaches a different lesson to the larger group.
COORDINATION	3	**Coplanning Required** (see above)	**Coordination** 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.		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.
	2	A brief conversation about a lesson topic or objective.			
COOPERATION	1	A brief conversation about a lesson topic or objective.	**Cooperation** 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.		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.

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
August	• **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 • **LIB.IL.1.3; LIB.IL.1.6** Master online catalog elements (e.g., type of material, publication, location, call number)
September Collaborate with the public library to promote **Library Card Sign-up Month**	**Oral Traditions** lesson plan • **LIB.IL.1.4-5** Reinforce/Master call numbers and the Dewey Decimal System • **LIB.IL.1.7-9** Reinforce other online catalog elements (e.g., keywords, ILL, and interactive features) • **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. • **RES.PR.2.1-4; RES.PR.2.6** Reinforce/Master reference skills to support classroom instruction

October

- **LIB.IL.1.4-5**
  Reinforce/Master call numbers and the Dewey Decimal System
- **LIB.IL.1.7-9**
  Reinforce other online catalog elements (e.g., keywords, ILL, and interactive features)
- **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

Citation and Social Justice lesson plans

- **LIB.IL.1.1; LIB.LU.2.1-2**
  Master proper library behavior
- **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, Read for the Record Book,** 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**
- **RED.PB.3.1-4**
  Master parts of books
- **RES.PR.2.2-3; RES.EV.3.1-5; RES.CO.4.1-3**
  Reinforce bibliography skills to support classroom instruction

December

Oral Traditions lesson plan

- **LIB.IL.1.1; LIB.LU.2.1-2**
  Master proper library behavior
- **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**
  Reinforce research to support classroom instruction

January

Career 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**
  Reinforcement of skills learned to date, including titles, authors, and illustrators
- **RES.ID.1.1-4; RES.EV.3.1-5; RES.CO.4.1; RES.RE.5.1-2**
  Reinforce research to support classroom instruction
- **DIG.CI.2.1-4**
  Reinforce Copyright and Fair Use skills to support digital research instruction

February

MS Blues 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** and **African American History Month**
- **RED.LA.2.2**
  Reinforcement of skills learned to date, including titles, authors, and illustrators
- **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**

March

- **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 and National Nutrition 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 and National Nutrition Month**
- **RED.LA.2.2**
  Reinforcement of skills learned to date, including titles, authors, and illustrators
- **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 and National Nutrition Month**

April

- **RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9**
  Engage through Reader's Theater to celebrate **Earth Day and Children's Book 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, Earth Day, and Children's Book Day**
- **RED.LA.2.2**
  Reinforcement of skills learned to date, including titles, authors, and illustrators

May	• **RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9** Engage through Reader's Theater to promote **summer reading**
Collaborate with the public library 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**
	• **RED.LA.2.2** Reinforcement of skills learned to date, including titles, authors, and illustrators

CITATION SCAVENGER HUNT

Who in the World is Carmen Sandiego? by Rebecca Tinker

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

SUMMARY

For decades, people have asked the question: Where in the world is Carmen Sandiego? But just who is this infamous and elusive globe-trotting criminal? A skilled thief on a mysterious mission, Carmen Sandiego is endlessly pursued by ACME and Interpol. But the woman in the red fedora is always one step ahead! In this novelization, based on the Netflix animated series, Carmen shares her own backstory for the first time ever. Now, it's time to find out.... Who in the world is Carmen Sandiego.

OVERVIEW

In this time of inadvertent plagiarism and the fine art of cutting and pasting, it is more important than ever to teach learners an understanding of finding and crediting authentic information. Exploring the power of citations through active learning will help learners retain their understanding of citations.

COLLABORATION

- These lessons should be collaboratively planned and taught by the grade level teachers and librarian with the aid of the music and/or technology teachers.

- The activities can be split into more class periods if necessary, but it should take between 3-4 class periods, split between the social studies class and the librarian, to complete the lessons.

ESSENTIAL QUESTIONS

- Why is it important for you to understand citations?
- What information can a citation give you?
- What is the purpose of a citation?

PRE-ASSESSMENT

In preparation for this unit on citations, hand out copies of geographical mystery fiction books such as *Who in the World is Carmen Sandiego?*. Students will form small literature circles to independently read the books outside of the library/class and will discuss how clues can help get you answers using an online discussion board (e.g., Popplet). Students will use the online discussion board to answer the essential questions throughout the lesson.

CURRICULUM CONNECTIONS

MSCCRS Library

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

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

RES.CO.4.1 Copyright and Fair Use Standard

DIG.CI.2.1-4 Digital Citizenship Standard

MSCCRS English

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

MSCCRS Social Studies

G.6.2 Explain the concept of place and the factors that give meaning to particular places.

G.6.3 Identify geographic patterns in the environment that result from the processes of Earth's physical systems.

H.6.1 Explain the characteristics and development of culture.

LESSON 1 · INTRODUCTION (Classroom)

Objective
● Students will conduct Internet research to write a short report with a bibliography.

Duration
● 1 class period

Materials
● Citation Guide
● Computers with Internet access
● Geographic location choices

TASKS

1. Have students select a location and find three digital resources (e.g., *EbscoHOST Explora* and website resources) that can be used to write a short report about the location.

2. Introduce/reinforce how to create a bibliography citing sources used in the report. The bibliography will be used to assess the students' understanding.

3. Review the Citation Guide to identify the elements of a citation and discuss how to read or interpret a citation.

4. Have students color code the citation on the handout using the color key on the document.

5. Use an exit ticket to check for understanding on what gets cited, how a citation is created and how to read a citation.

CITATION GUIDE

A citation is like a roadmap, once you understand the parts. It tells you the who, what, when , and where about a source of information.

Who: The author(s) or editor(s) of the work

What: What kind of item it is

When: The date the item was published and the date you accessed the URL

Where: The place the item was published

AUTHOR · ARTICLE TITLE · JOURNAL TITLE · PUBLISHER

Chittom, Lynn-nore. "Paris." Our World: France, Great Neck Publishing, 30 Sept. 2019, p. 2. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=mih&AN=27053050.

PUB. DATE · URL ADDRESS

COLOR KEY

Color code the citation elements using this key.

- Author - **RED**
- Article title - **BLUE**
- Journal title - **YELLOW**
- Publisher - **GREEN**
- Publication date - **PURPLE**
- URL address - **ORANGE**

LESSON 2   CITATIONS (Library)

Objective
• Students will use citations to find source materials and write annotations.

Duration
• 1 class period

Materials
• Citation slips
• Color-coded citations
• Computers with Internet access

TASKS

1. Explain that the class will be playing Citation Scavenger Hunt, which will teach students the importance of citations.

2. Have students select a slip containing a citation, which could be from a journal article, book, website, podcast, or even a picture or video.

3. Use the clues present in the citation to find the source material listed using the library's automated system, available databases, or Internet.

4. Use the Citation Guide if necessary.

5. Inform students to find the library material listed on the citation slip, read the material, and write an annotation.

6. Have students use the information to locate classmates with a complementary topic.

7. Explain to the class that citations can help readers and researchers find other articles and materials on the same topic, just like the students did.

8. Conclude the game with a whole group discussion on the importance of citations.

LESSON 3   BIBLIOGRAPHIES (Classroom)

Objective
• Students will create annotated bibliographies on content-area topics with questions that can be used for other units of study.

Duration
• 1 class period

Materials
• Annotated Bibliography Evaluation Rubric
• Computer with Internet Access
• Original research topics

TASKS

1. Have students use the original quick research paper to create an annotated bibliography that will be posted electronically for use by other students and teachers.

2. Assess students' work using the Annotated Bibliography Evaluation Rubric and then post the annotated bibliographies to the school learning management system and the school library automated system for all members of the school community to access as needed.

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.

LESSON 4 SCAVENGER HUNT (Library)

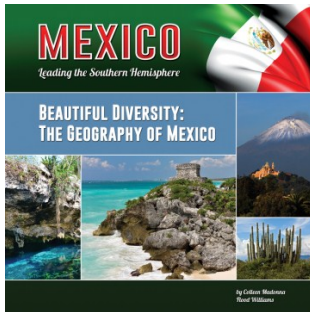| Objective	Materials
● Students will create a Citation Scavenger Hunt game to be used with other content-specific topics.	● Computer with Internet Access
Duration	● Printer
● 1 class period	● Scissors and other craft materials

TASKS

1. Explain that the students will create a Citation Scavenger Hunt game that will be used in the library by other classes.

2. Have students create the game pieces or citation slips using other content-specific topics. Along with citation information, the slips will include several questions to be answered by future players.

3. Create a citation slip template with three to four slips on a single page. Slips can be laminated afterwards to make the slips more reusable.

POST-ASSESSMENT

Ask the students to complete a partial citation slip and find the source. Ask the students to state which part of the citation is missing and explain how that missing "clue" hampered their search.

Print Resources

Beautiful Diversity by Collen Williams – 917 WIL
Within Mexico can be found a variety of climates and terrains, from tropical beaches and lush jungles to arid deserts. The country also features many geographic features, including high rugged mountains and volcanoes, low coastal plains, and elevated plateaus. Those who travel through Mexico observe an ever-changing pattern of beauty and diversity. This book provides information about the climate, topography, natural resources, national parks, and geographic wonders of Mexico.

Blastoff! Discovery: Country Profiles by Bellwether Media
Adventure abroad! This series takes young explorers on a world tour. Readers will stop at famous landmarks, meet new people groups, and experience unique customs and holidays. To further celebrate cultural diversity, these books teach how to speak foreign words, cook staple foods, and play traditional games.

Non-Print Resources

- **CIA The World Fact Book** cia.gov/library/publications/the-world-factbook/
  Site provides information on the history, people and society, government, and other facts

- **National Geographic** kids.nationalgeographic.com
  Site includes fast facts, maps, and information about different countries and locations

- **Teaching Copyright** www.eff.org/teachingcopyright
  Site provides curriculum, handouts, lessons and resources

MAGNOLIA Resources

- **Explora** videos, magazine articles, and encyclopedia entries

- **Great Websites for Kids** geography games and websites

- **Library of Congress** a large collection of maps from around the globe

FAST SURFACES: EXPERIMENTING WITH FRICTION

What is Friction? by Lisa Idzikowski

Rinio, D. *STEAM Activities in 30 Minutes for Elementary Learners*. ALA Editions, 2020.

OVERVIEW

Students create art with marbles and paint while exploring friction. Students will also design their own data collection log. After being introduced to the topic of friction in the library, students can work in groups to design and conduct their own friction experiments in the classroom to test one or more variables. When the experiments have been completed, the school librarian can help students communicate their results on posters and present their experiments and findings to each other or to parents and community members as part of a mini science fair.

COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s), librarian, and art teacher.
- The activities can be split into more days if necessary. It should take no longer than four days to complete the lessons.
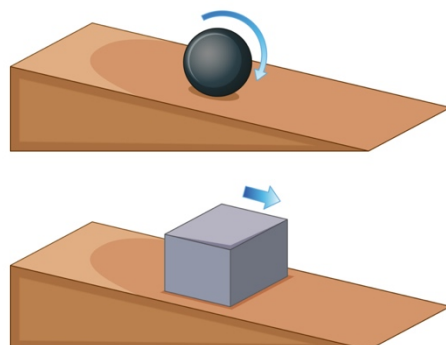
ESSENTIAL QUESTIONS

- What is friction?
- How does friction vary between different surfaces?

SCIENCE BACKGROUND FOR EDUCATORS

Friction is a force that resists motion by giving things grip. One aspect that impacts friction is the texture of objects. For example, the bumps and ridges on a shoe sole help increase friction because the bumps on the sole and the bumps on the ground rub against each other, increasing grip.

In fact, when the surfaces of each object touch, their molecules come in contact with each other and form tiny bonds. As the two surfaces slide apart, the bonds break, and the molecules form new bonds. This process generates heat (e.g., rubbing hands together).

There are different kinds of fiction. Static friction is exerted by a still object, such as a book on a table. The book will move only when the force of a push or pull is greater than the force of the static friction. Kinetic friction is generated when an object moves. It might take a lot of force to get an object moving, less force is needed to keep it in motion.

CURRICULUM CONNECTIONS

MSCCRS Library

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 a topic for personal interests or for a learning goal.

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

DIG.CO.1.1-4 Collaboration and Communication Standard

MSCCRS Science

P.6.6 Students will demonstrate an understanding of Newton's laws of motion using real world models and examples.

P.6.6.6 Investigate forces (gravity, friction, drag, left, thrust) acting on objects (e.g., airplane, bicycle helmets). Use data to explain the differences between the forces in various environments.

MSCCRS Visual Arts	**VA: Cr.1.1.6** Generate and conceptualize artistic ideas and work. **VA: Cr.1.1.6a** Combine concepts collaboratively to generate innovative ideas for creating art.
MSCCRS Computer Science	**CS.2.2** Design projects that combine hardware and software components to collect and exchange data. **DA.2.2** Collect data using computational tools and transform the data to make it more useful and reliable. **AP.2.2** Create clearly named variables that represent different data types and perform operations on their values.

Objective
• Students will conduct an experiment to test the relative friction of different surfaces.

Duration
• 1 class period

Materials
• Cardboard, cut into even lengths to make ramps (3 per group)
• Marbles
• Materials to create height
• Paint
• Shallow box or box lid (1 per group)
• Tape
• White construction paper (1 sheet per group)

TASKS

1. Ask students to rub their hands together. Ask them what they notice. Explain that what they feel is an example of friction – the force between two surfaces.

2. Form small groups and give each group a set of supplies.

3. Help students to set up their experiment by taping the construction paper to the bottom of the box, then putting the ramps side by side so that the lower end is in the tray or box and the upper end is leaning up. The paper should extend out and away from the ramps.

4. Place a small blob of paint at the bottom of each ramp so that each surface is associated with a different color.

5. Model for learners how to roll a marble down the ramp so that it passes through the paint and creates a trail on the paper.

6. Ask students what information they should collect and hot they could collect it. Guide them to create a data collection log.

7. Ask students to roll their marbles down each ramp one at a time, noting their observations on their logs after each trial.

8. When each ramp has been explored, discuss students' observations. Which surface has the most friction? The least friction? How do you know?

9. Ask students to repeat the experiment with clean marbles, this time raising or lowering the height of the ramps. What changed? Why?

10. Give students time to create a piece of art with the marbles and paint within the tray or box by rolling. Ask students to experiment with the angle of the tray or box. How does the angle affect how fast the marbles roll and the resulting paint trail? Remind students to keep the marbles and paint in the box.

11. Ask students how friction relates to their everyday life. Where do they see friction in the things they do during the day?

ASSESSMENT

Ask students to draw a picture depicting an example of friction in their everyday life.

LESSON 2 TECHNOLOGY INTEGRATION (Library)

Objective
● Students will design their own data collection log to determine which data to collect and how best to graph their data.

Duration
● 1 class period

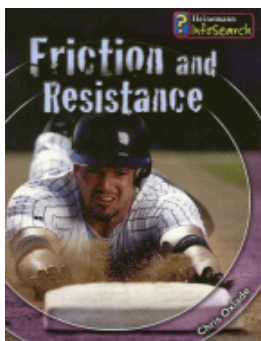| Materials |
|---|
| ● Data collected
● Spreadsheet program |

TASKS

1. Create a new spreadsheet, label columns A through C, add the following headings, respectively: "Surface Number," "Surface Description," and "Friction."

2. Ask students to open a spreadsheet and consider what headings they should use to collect data (e.g., surface description, distance).

3. After students have completed the activity and collected their data, have them record their data into the spreadsheet.

4. Ask students to explore the Insert Chart feature to answer this question:

    a. How do different surfaces affect the distance the marble travels?

    b. What is the relationship between the various surfaces and friction?

5. Encourage students to justify their conclusions by using data from the graph to support their ideas. They may want to use the words linear (straight line), nonlinear (curved line), or proportional (for every change in roughness, there is a direct change in distance traveled).

6. Have students share the data their group chose to collect, how they graphed the data, and what their graph says about the relationship between surfaces and friction.

Print Resources

Drag!: Friction and Resistance by Stephanie Herweck – 531 HER
Life as we know it wouldn't be possible without friction. The world would be chaos! Friction helps us stop, but it also helps us move. It breaks things, but it also holds them together. Read on to learn more about the wonderful force that is friction!

Friction and Resistance by Chris Oxlade – 531 OXL
Defines the meanings of friction and resistance and what causes them. Includes several experiments to demonstrate how friction and resistance work along with a list of equipment needed and step-by-step instructions. Also offers three short biographical sketches of famous scientists who worked with these issues.

Non-Print Resources

- **BBC Bitesize: What is Friction?**
  www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxqrdxs
  Site includes videos, games, and quizzes

- **BetterLesson** betterlesson.com/lesson/630179/friction-lab
  Site provides lesson plans, notes, and activities

- **Science Buddies** www.sciencebuddies.org/
  Site includes activities, lesson plans, and videos

MAGNOLIA Resources

- **Explora** videos, magazine articles, and encyclopedia entries

- **Science News for Students** articles and vocabulary

CELEBRATING HISTORY AND CULTURE WITH ORAL TRADITIONS

English Language Arts Topic: Fictional Portrayal of History

OVERVIEW

Folktales, myths, and legends are found around the world and regardless of our age, they captured our imagination. Despite the country of origin, all oral tradition have common elements: simple characters, strong setting, and cultural clues. Although all elements will be explored, providing rich cultural clues will be the most important element of this unit. These lessons will culminate with a collection of video-recorded original folktales, myths, or legends. The creation of these videos will accomplish two goals: to practice reading and writing and to research a specific historical figure, theme, or time period and how the oral tradition affects history. Of equal importance is the opportunity for students to practice and model collaboration.

COLLABORATION

- These lessons should be collaboratively planned and taught by the school librarian and English teacher. Assistance with historical themes and technology may come from the history and technology teachers.

- The activities can be split into more class periods if necessary, but it should take between 6-7 class periods, split between the English class and the library, to complete the lessons.

ESSENTIAL QUESTIONS

- How does a folktale, myth, or legend lend itself to interpretive communication?
- How does a folktale, myth, or legend build a learner's knowledge as public speaker?
- How can students use oral tradition to interact and collaborate in history?

PRE-ASSESSMENT

Show students a video entitled *Recording History with Oral Tradition* and ask students to respond to the following pre-assessment of students' understanding and prior knowledge.

- Describe one element of oral tradition that intrigues you.
- List some folktales, myths, or legends that students have heard that are connected to history.
- What is the value of oral tradition?

Read aloud a folktale, myth, or legend each day and have students discuss how the common elements apply to that particular reading.

Working with the history teacher, create and distribute appropriate historical themes, time periods, or figures that connect to the current history unit. Use the coordinating topics to assemble students into collaborative groups for this rest of the unit.

CURRICULUM CONNECTIONS

MSCCRS Library

RES.LV.1.1-3 Listening and Viewing Standard

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

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.1.1-4 Collaboration and Communication Standard

DIG.CI.2.1-4 Digital Citizenship Standard

DIG.PR.3.1 Reflect on a product's effectiveness and use appropriate tools to create and share work and understanding.

MSCCRS English

RL.7.3 Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.4-6 Product and Distribution of Writing Substandard

W.7.4-6 Research to Build and Present Knowledge Substandard

SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.4-6 Presentation of Knowledge and Ideas Substandard

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

MSCCRS Social Studies

Early World History Students can research a particular country's culture, history, and connection to the oral tradition

Compacted US History Students can research a particular historical figure, theme, time period, and how it connects to the oral tradition.

Objective	Materials
● Working in collaborative groups, students will investigate their assigned historical topic using electronic resources.	● Computers with Internet access ● Cornell Notes template ● MAGNOLIA: Explora and History Reference Center

Duration	
● 1 class period	

TASKS

1. With the history teacher, determine how many working groups or topics you will assign and organize groups based on coordinating topics.

2. Deliver assigned topics to students in a secret message contained in an envelope labeled with the group number.

3. Tell students not to share their topics with other groups. Later, students will be asked to guess what topic each group's folktale, myth, and legend represents based on the historical clues provided.

4. Organize students by group number and begin investigating their representative topics. Groups will collaboratively determine tasks for each group member.

5. (Re)Introduce MAGNOLIA's *Explora* and *History Reference Center* databases.

6. Upon determining tasks, each learner will use appropriate resources to investigate historical topic that will contribute to the folktale, myth, or legend the group will create.

7. Introduce how to use Cornell Notes to collect research notes. Circulate as students collect their research and interact with each group and assist learners as necessary.

8. At the end of the period, groups will submit their notes to be reviewed by the school librarian and the history teacher.

LESSON 2 CREATE (Classroom)

Objective	Materials
● Students will the elements of oral tradition and the information gathered about their respective topics to create and perform a folktale, myth, or legend.	● Computers with Internet access ● *Recording History with Oral Tradition* YouTube video ● Research notes

Duration
● 3 class periods

TASKS

1. Inform students that their group will create and perform a folktale, myth, or legend for their classmates that will be videoed and shared via the teacher's website or school's learning management system.

2. Use the elements of an oral tradition and the research collected to analyze information and brainstorm an original folktale, myth, or legend.

3. Work with the English teacher to complete a rough draft which will include the oral tradition elements and other literary devices.

4. Outside of class time, students will collaborate on the materials and costumes needed to support the performance of the folktale, myth, or legend. These details will add visually to the elements of the historical clues.

5. Have groups practice the telling of their folktale outside of class.

LESSON 3   Performance (Library)

Objective
• Students will perform their folktale, myth, or legend during class to solicit feedback from classmates before video recording the final performance.

Duration
• 3 class periods

Materials
• Feedback form
• Folktales, myths, and legends
• Necessary props
• Video-recording equipment (e.g., camera, green screen)

TASKS

1. Use the school library as the performance space to give each group the opportunity to perform in front of their classmates and receive feedback.

2. Ask students to complete the performance feedback form for each group's performance.

3. Based on the historical clues provided, classmates will be asked to which topic each folk, myth, or legend represented.

4. Once each group has received and responded to feedback, give groups time to make informed adjustments to their performances.

5. Facilitate and supervise the video recording in the school library with the English teacher during the next class visit. Recordings should not exceed five minutes.

6. Have English and history teachers use the feedback form to record their assessment of the final video performance.

POST-ASSESSMENT

Ask students to write a reflection essay about the how the oral tradition has the ability to rewrite history. Ask students to consider the essential questions for the unit in their essay response.
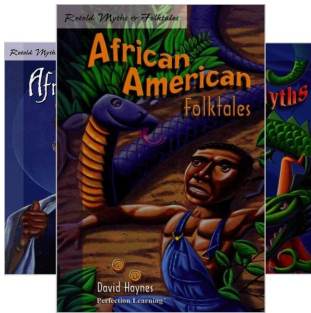
Print Resources

***Stone Circle Stories: Culture and Folktales* by Cherry Lake**
People have been telling stories since the beginning of time--sharing them from one generation to the next. In the Stone Circle Stories: Culture and Folktales series, readers will recognize some of their favorite stories growing up and discover new ones from different cultures. Books include mature, complex themes at a low readability to engage struggling readers. Includes a table of contents, glossary, index, author biography, sidebars, educational matter, and activities.

***Retold Myths and Folktales* by Perfection Learning**
An anthology of retold myths from around the world. Includes 18 selections in six categories--Creation, Death, Gods and Mortals, Tricksters, How and Why, and Right and Wrong

Non-Print Resources

- **CIA The World Fact Book** cia.gov/library/publications/the-world-factbook/
  Site provides information on the history, people and society, government, and other facts

- **National Geographic** kids.nationalgeographic.com
  Site includes fast facts, maps, and information about different countries and locations

- **PBS History Detectives** www.pbs.org/opb/historydetectives
  Site provides videos, lesson plans, and historical documents and tools

MAGNOLIA Resources

- **Explora** videos, magazine articles, and encyclopedia entries

- **Have Fun with History** history-themed videos

- **History Reference Center** reference books, journals, primary source documents

AWAKENING SOCIAL JUSTICE

Equipped: Mississippi Booklist for All

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

OVERVIEW

One of our most important charges as librarians and teachers is to teach students to become responsible citizens in this global world. Social justice is the belief that everyone deserves equal economic, political, and social rights, no matter their race, gender, or socioeconomic status. This concept is best learned through a variety of experiences. In this unit, students will begin by reading a picture book and then, in small groups, they will read a novel from the *Equipped: Mississippi Booklist for All*. Accompanying activities will include research about the novel's topic to create an experience that explores the points of view from each side of the issue, a Socratic seminar to discuss students' thoughts about what they've learned, and a project that demonstrates empathy toward a marginalized group.

COLLABORATION

- These lessons should be collaboratively planned and taught by the content area teachers and librarian.

- The activities can be split into more class periods if necessary, but it should take no more than one month, split between the classes, to complete the lessons and final project.

- If there is not an adequate number of copies of a book for all group members, reach out to other libraries within the district or to the local public library. The elementary school libraries can help provide the picture books.

ESSENTIAL QUESTIONS

- What is social justice?

- Where has social injustice occurred in the past, and where and how is it present in today's world?

- What is something you can do to fight injustice?

PRE-ASSESSMENT

Students will complete a brief questionnaire that asks them to define social injustice, to describe what comes to mind when they think of the elements of social justice or injustice, or to do both. Ask students to respond to the following questions:

- How would you define social injustice?

- What is discrimination?

- How would you describe racism?

- What are civil rights?

CURRICULUM CONNECTIONS

MSCCRS Library

RED.LV.1.1 Actively read, view, and listen to information in a variety of formats (e.g., textual, visual, media).

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.2.10 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.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	**RI.7.1-10** Reading Literature Text Strand
	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
MSCCRS Social Studies	**7C.1** Understand the various roles and expectations of citizens throughout the world and apply that understanding to their role as a citizen of their community, state, and nation. (Strands: Civics, Civil Rights, Geography, History, Economics)
	7C.2 Examine the challenges of civic engagement in the contemporary world. (Strands: Civics, Civil Rights, History)

Objective	Materials
● Students will read social injustice picture books and novels to gain an understanding of the periods in history and various situations in which social injustice is found.	● *Equipped: MS Booklist for All* ● Picture books and novels with social injustice themes

Duration
● 1 class period

TASKS

1. As an introduction to the unit, ask the students this question: When you see someone being wronged, do you step in to help? This question may be discussed as a whole group or with a turn-and-talk format.

2. Allow students to form small groups. These groups will be in place throughout the remainder of the unit, so the teacher may prefer to assign groups.

3. Give each group several picture books about a particular issue of social injustice to read and discuss. This theme or issue becomes that group's topic for the remainder of the unit.

4. A list of sample titles is provided in the *Equipped: Mississippi Booklist for All* www.mdek12.org/OEER/Equipped-Booklist to assist in curating this selection.

5. Ask groups to consider and discuss the theme of injustice in each book as they read.

6. After a discussion of the picture books, the classroom teacher will also assign topic-related novels for each group to read in the classroom and independently. Groups will discuss their novels and themes during later lessons.

Objective	Materials
• Students will demonstrate their understanding through the creation on a simulated social injustice experience for their classmates.	• *A Class Divided*, a film from Frontline
	• Frayer model
Duration	• Picture books and novels with social injustice themes
• 3 class periods	

TASKS – Day 1

1. Begin the lesson with a discussion of the themes students read about in their assigned novels and how those themes connect to the selection of picture books assigned earlier to each group.

2. Read and revisit the essential questions for the unit with students.

3. Inform small groups that after they meet for a few minutes to clarify and organize their thinking by using a Frayer model. Each group with do a five-minute presentation of the injustice demonstrated through the themes the students read about.

TASKS – Day 2

1. Have small groups design an experience in which classmates will actively participate reflecting and simulating a social injustice event the groups read about in their novels.

2. Explain to student that this activity will create a deeper understanding of social injustices among the students by allowing them to imagine themselves in the shoes of another.

3. Model a simulation by showing students the first nineteen minutes of the Frontline episode *A Class Divided*.

4. Ask students to spend the remainder of the class period in their groups discussing and designing possible simulations for their classmates.

5. Each simulation should not last more than ten minutes.

Orphan, Monster, Spy by Matt Killeen: Students could design a cattle car simulation for people being transported to concentration camps. Students would tape an outline of a large rectangular box on the floor and fit as many classmates as possible into the "transport car." The small group should make sure the space and the experience are very uncomfortable.

TASKS – Day 3

1. Inform students that they will lead classmates in the simulation designed by their group. Depending on the number of groups, this activity may require more than one class period.

2. At the conclusion of the demonstrations, students will choose the simulation that impacted them the most and write a brief reflection paper that will be turned in for assessment. The reflection writing should be no more than three paragraphs and describe the insights the student gained from participating in or observing the simulation.

| LESSON 3 | SEMINAR (Library) |

Objective	Materials
● Students will share what they have learned through participation in a Socratic seminar.	● Socratic Seminar questions

Duration
● 2-3 class periods

TASKS

1. Have small groups choose their own social injustice novel to read within their book group.

2. As students read and discuss their novels, as students to keep in might what it might feel like to be a person being mistreated in the ways they're seeing in their novels.

3. Inform students that at the end of their reading, groups will participate in a Socratic seminar process and discuss their perspectives about the social injustice themes present in their novels and any impact their reading and class activities have had on their knowledge or opinions of their topic.

4. Direct the class to form two circles with their chairs, one circle inside the other. One of the small groups will be seated in the inner circle and will lead the discussion. The rest of the class will sit in the outside circle observing and taking notes.

5. Time the group discussion (ten minutes each) and then rotate a new group into the inner circle until each group has participated in a discussion and every student has had the opportunity to observe.

Objective	Materials
• Students will plan and execute a project that demonstrates empathy toward a marginalized group in today's society.	• Computers with Internet access • Will vary depending on the project

Duration	
• 1 month	

TASKS

1. Explain that the purpose of the "Do Something" project is to help students make real-world connections and actively participate in addressing a social injustice issue in the global community.

2. Inform students that they can collaborate with already established school, church, and community service groups that support their social injustice issue.

3. Have students can find project examples on www.dosomething.org. These projects can be as simple or as complex as the groups desire.
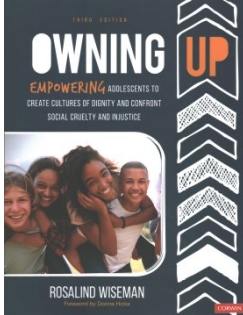
POST-ASSESSMENT

Upon completion of the unit, small groups will report to the class on their "Do Something" project, explaining what transpired, how it was received, what they might do differently in the future, and how they felt at the end of the project. Groups will also revisit the pre-assessment survey and identify whether or how their opinions about social injustice topics changed or were impacted through the course of the unit.
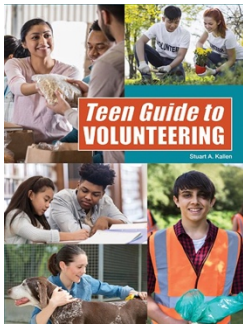
Print Resources

***Owning Up* by Rosalind Wiseman – 371 WIS**
This edition is packed with the latest research-based strategies and revised to include all that she has learned while working over decades with young people. *Owning Up* provides the tools to own up and take responsibility for unethical behavior and to treat yourself and others with dignity.

***Teen Guide to Volunteering* by Stuart A. Kallen – 361 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.

Non-Print Resources

- **First Book Marketplace** www.fbmarketplace.org/empowering-educators/
  Site includes lesson plans, teacher resources, example books, and digital series

- **Teaching for Change** www.teachingforchange.org/
  Site includes teaching resources and example books

- **Teaching Social Justice**
  choices.scholastic.com/pages/ideabook/2018/05/teaching-social-justice-teen-activism-throughout-history.html
  Site includes examples and lesson activities

- **Teaching Tolerance** www.tolerance.org/
  Site includes classroom resources and professional development

EXPLORING CAREER PATHWAYS

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

OVERVIEW

When studying careers, it is important for students to learn about and to begin exploring all their possibilities at the middle school or junior high level. When choosing a career path, learners need to understand not only salaries and educational requirements but also the responsibilities of a specific position. Learners need to understand that their career pathway should being early in their academic career so that they can prepare for and plan to take the appropriate courses as they move into high school and beyond. This unit is designed to engage students as if they are a "veterinarian" or "teacher." Students immerse themselves in learning not just the facts but who they can become if they choose a career path.

COLLABORATION

- These lessons should be collaboratively planned and taught by the content area teachers and librarian.

- The activities can be split into more class periods if necessary, but it should take no more than three weeks, split between the classes, to complete the lessons and final project.

- Although the entire class won't need to use the school library for all the scheduled days, the classroom teacher can send students as needed for further support with their research.

- Completed projects will be assessed by the school librarian and the classroom teacher using the Career Research Prewriting Guide and Annotated Bibliography Evaluation Rubric.

ESSENTIAL QUESTIONS

- What do I want to be when I grow up?
- How do I achieve my career goals?

PRE-ASSESSMENT

Ask students to take an online career interest survey. Use the O*NET Interest Profiler www.mynextmove.org/explore/ip. Instruct students to print out their survey results as reference or guide for further career exploration and research.

CURRICULUM CONNECTIONS

MSCCRS Library

RED.LV.1.1 Actively read, view, and listen to information in a variety of formats (e.g., textual, visual, media).

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.

RES.ID.1.1-4 Area of Inquiry Standard

RES.PR.2.1-6 Print and Digital Resources 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

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LESSON 1   INTRODUCTION (Library)

Objective
• Students will explore possible careers about which to create a research project.

Duration
• 1 class period

Materials
• Computers with Internet access
• Cube Creator
• LiveBinders
• O*NET Interest Profiler survey results

TASKS

1. Begin the lesson with a brief lesson on how to use LiveBinders www.livebinders.com/welcome/education. LiveBinders is an online tool that as an interactive binder for curating articles, pathfinders, and resources to share with others.

2. Curate a variety of print and digital career resources that students can explore independently as they wonder about what they might want to be when they grow up.

3. Students will explore five career choices using the survey results from the career interest profiler completed during the pre-assessment as a guide for their research.

4. Distribute the instructions about Cube Creator www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html and ask students to create one cube for each of these five careers.

5. Examining these facts, students will narrow their choice to one specific career for further research.

LESSON 2   RESEARCH (Library)

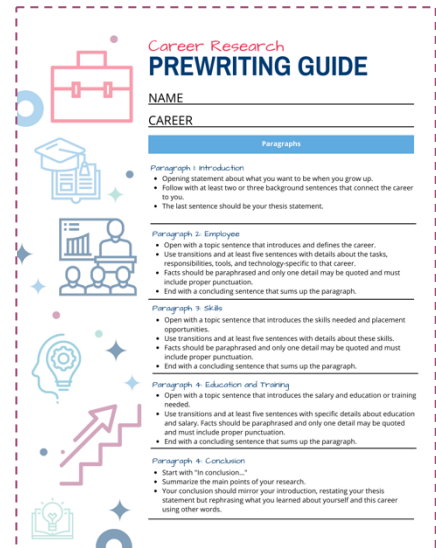| Objective |
|---|
| ● Students will write an essay expounding on their chosen career to research. |

Duration
● 10 class periods

Materials
● Annotated Bibliography Evaluation Rubric (pg. 19)
● Career Research Prewriting Guide
● Computers with Internet access

TASKS

1. Review requirements for the essay with students:

    a. introduction and thesis statement

    b. three body paragraphs with appropriate transitions

    c. conclusion

    d. citations and annotated bibliography

    e. correct spelling and grammar

2. Explain how the Career Research Prewriting Guide and the Annotated Bibliography Evaluation Rubric will assist students as they work through the research and writing process.

3. Walk around to observe, make suggestions, and offer support as students work during the initial class visit.

4. Assist students with accessing the school library automated system or the Magnolia Databases.

Objective	Materials
• Students will select appropriate multimedia components to develop a presentation sharing their learning about the career researched.	• Career Cubes • Completed essays • Computers with Internet access and presentation software • Flipgrid

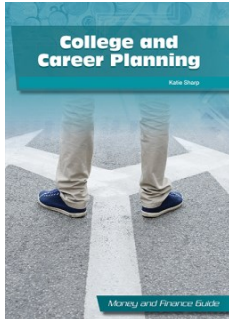| Duration |
|---|
| • 5 class periods |

TASKS

1. Instruct students how to use a resume program (e.g., Word or Google Docs) to create a mock resume exhibiting the skills, education, experience, and connections that characterize a good candidate for their chosen profession. Students will use their essay and research notes to complete the resume.

2. Ask students to create and present their chosen career through a slide presentation.

3. Reinforce slideshow creation and presentation skills such as copyright and fair use of images and citing sources. Creating a rubric or template will help students with this part of the assignment.

4. Teach students how to use Flipgrid to audio record themselves talking through their finished product. Presentations should act as a type of recruitment.

5. Ask students to use their career cubes as they prepare their "recruitment" video.

6. Share presentations and "recruitment" videos on the school's website for the community.

POST-ASSESSMENT

Upon completion of the unit, students will complete a self-evaluation and reflection writing exercise. The exercise should reflect on how the student felt about their completed work, what they learned about their chosen career, and how they could improve their research and presentation skills for future projects. Data gathered will be used by the librarian and teacher to make adjustments to the unit.

Print Resources

***College and Career Planning* by Katie Sharp – 331 SHA**
College and Career Planning gives high school students the information they need as they consider their choices after graduation. Whether they want to go to college, take a year (or more) off, or head straight into the workforce, this book offers advice, tips, and resources to help them navigate the path to their future. The book also includes advice for those who have no idea what to do after high school. Quotes from students and professionals round out this book.

***Essential Careers* by Rosen Publication**
These books examine careers that are in high demand in good times as well as bad, focusing on necessary job skills, educational requirements, training programs, the future outlook of each career, and other crucial information. Features full-color images, informative sidebars and engaging text that examines concrete, real-life concerns.

Non-Print Resources

- **K-12 Career Exploration Lessons**
  www.mdek12.org/CTE/OCCSS/K-12-Career-Exploration-Lessons
  Site includes pacing guides and unit lessons

- **U.S. Bureau of Labor Statistics** www.bls.gov/k12/students
  Site provides information about all types of jobs and careers

MAGNOLIA Resources

- **Explora** videos, magazine articles, and encyclopedia entries

- **Vocational and Career Collection** full-text periodicals

DEEP DIVE INTO THE BLUES

Social Studies Topic: Blues in Mississippi

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

OVERVIEW

The blues have had a profound influence on American popular music. The blues have their roots in the South - especially Mississippi - and provide insight into the human condition. Although the blues have close ties to African American culture, they communicate social, political, and cultural perspectives to everyone. This unit focuses on the blues genre in American culture. Students will grow to understand the historical and cultural contexts of the blues as they learn to identify the musical elements of the blues. Students will explore the origin of the blues, the influence that it has had on other forms and styles of music, and its overall importance in American culture. Finally, students will compose a music video that connects blues music to present day issues.

COLLABORATION

- These lessons should be collaboratively planned and taught by the Mississippi Studies and English teachers, and librarian with the aid of the music and/or technology teachers.

- The activities can be split into more class periods if necessary, but it should take between 8-9 class periods, split between the English and Mississippi Studies classes, to complete the lessons.

ESSENTIAL QUESTIONS

- How and where did the blues originate?

- What are the musical elements of the blues?

- How do the blues affect lives today?

- Where can authoritative information regarding Mississippi's music history be found?

PRE-ASSESSMENT

Begin the unit by playing the "Depot Blues" recording by Son House www.loc.gov/item/ihas.200197171 for learners to listen to and then answer per-assessment questions such as:

- How would understanding the historical and cultural context, or both, of the blues help you understand the composer's communication?

- What are the composer and performers attempting to communicate?

The pre-assessment will act as an introduction of this style of music's roots in Mississippi. For example, students will learn that Son House, considered one of the great Delta blues musicians, was a teacher of blues artist Muddy Waters.

CURRICULUM CONNECTIONS

MSCCRS Library

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

RED.LV.1.1 Actively read, view, and listen to information in a variety of formats (e.g., textual, visual, media).

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.2.10 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.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	**RL.8.1-10** Reading Informational Text Strand
	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
	W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
MSCCRS Social Studies	**MS.11** Examine the cultural impact of Mississippi artists, musicians, and writers on the state, nation, and world. (Strands: Civics, Civil Rights, Geography, History, Economics)

LESSON 1   INTRODUCTION (Classroom)

Objective
• Students will demonstrate an ability to show understanding of how the cultural and historical context influenced the blues and use search skills and technology tools to find and share information.

Duration
• 2 class periods

Materials
• Computers with internet access
• "Depot Blues"
• Reading materials from the Library of Congress

TASKS

1. Provide students with articles from *Library of Congress* to read independently and student will listen to the music links embedded in the articles.

2. Once they have read the articles, students will post comments or questions on a online discussion board platform. The discussion board will lead into a broader discussion of the birth of the blues in Mississippi.

    a. Students will also answer specific questions regarding the reading and listening samples. Questions may include: (1) When and where did the blues originate? Or (2) What subjects were used in the blues?

3. **Optional**: Have students create a pathfinder containing other available resources that can be added to the school library's online system through the "resource list" function.

Objective	Materials
• Students will improve their database and web search skills and create online playlist of musical selection.	• Computers with internet access
Duration	• List of Mississippi blues musicians
• 2 class periods	• Pathfinder curated by school librarian
	• YouTube Playlist instructions

TASKS

1. Ask students to select one blues artist and then select three tunes that they believe best represents the chosen artist.

2. Remind students that their explanation and rationale for their selections will be key elements in the final presentation.

3. Have students use the resource pathfinder as they research their musician; however, the librarian should help learners to deepen their research using their search skills with other resources.

4. Show the students how to create a YouTube Playlist to share their chosen artists' songs.

Objective	Materials
• Students will create and share a presentation of their music selections, outlining the analysis and rationale for their selections and including relevant biographical and historical information.	• Computers with Internet access • Digital tools and software for developing presentations • Learners' music selection • Presentation rubric
Duration	
• 3 class periods	

TASKS

1. Inform students that they will prepare a presentation sharing the musical works selected in the previous lesson.

2. Remind students that their presentations should outline specific reasons and a rationale for why the music was selected and how each piece addresses historical significance and sociocultural contexts. Students can include why they were personally interested in the particular work.

3. Explain that students will research additional relevant information regarding the specific artist, song, and historical or cultural context.

4. Introduce students to online databases such as *Mississippi Encyclopedia* and *Mississippi Digital Library* which can be found through the MAGNOLIA database consortium as well as other resources that contain biographical and historical information about musicians and the blues historical time period.

5. Assist the students in creating their final presentation.

6. Use the presentation rubric to assess students' presentations, including their understanding of analysis and rationale for their musical selections and the application of digital tools used in the creation of the presentation.

LESSON 4 COLLABORATION (Classroom)

Objective
• Students will demonstrate the ability to collaborate by creating a music video in a small group setting.
Duration
• 2 class periods

Materials
• Digital video presentation tools
• *Life* photo archive
• YouTube music

TASKS

1. Inform the students that they will create their own music video that connects a blues song to a present-day issue.

2. Once the group has chosen the issue and corresponding song, then the students will search *Life Photo Archive* for photos to use in the music video.

3. Help students learn how to cite sources such as digital images and music files.
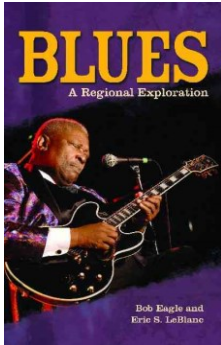
POST-ASSESSMENT

Students will complete an online survey which allows students to reflect on and respond to the lesson's essential questions, answering each question with at least one paragraph to assess students' understanding of the concepts explored through the activities.

- How and where did the blues originate?

- What are the musical elements of the blues?
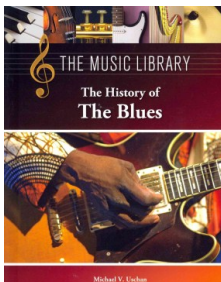
- How do the blues affect lives today?

Print Resources

Blues: A Regional Experience **by Bob Eagle - 781 EAG**
Examining the blues genre by region, and describing the differences unique to each, make this a must-have for music scholars and lay readers alike. Demonstrates the extensive contributions of African Americans to American music and culture. Supplies chapters on regions that include entries on the lives and contributions of individual blues musicians in particular areas of the United States, painting a colorful "map" of the development of blues music.

The History of the Blues **by Michael V Uschan - 781 USC**
This volume offers a deep look into The Blues. Author Michael V. Uschan describes this quintessentially American music, charting its evolution out of African American field hollers, slave songs, and spirituals in the late nineteenth century, its emergence from the South and spreading through the U.S. in the early twentieth century, and its influence on later forms of music, including R and B and Rock and Roll.

Non-Print Resources

- **Blues Trail** arts.ms.gov/wp-content/uploads/2017/08/BluesTrailCurriculum.pdf
  Site includes music, meaning, civil rights, and media regarding the Blues

- **Mississippi Musicians Hall of Fame**
  www.msmusic.org/mississippi-musicians-teacher-resources.html
  Site includes two different teaching units for this topic

- **Mississippi Writers and Musicians** www.mswritersandmusicians.com/mississippi-musicians
  Site includes musicians who are native to the state or who have spent a significant part of their lives in Mississippi

MAGNOLIA Resources

- **Library of Congress** images, articles, and audio clips
- **LIFE Photo Archive** free use photographs
- **Mississippi Digital Library** images, articles, and audio clips
- **Mississippi Encyclopedia** biographical source