

School Library
Collaboration Planning 2-24-12 mk

Teacher(s): Eupil Muhn & Amy Soldavini

Unit: Quarter One: Advanced English 8: Unit Summative: Cultural Themes in Cuba 15 by Nancy Osa.

Grade Level: 8

Plan Date: 2/10 through 2/24/2012

Time Frame: 8 days

Unit Overview and Description: In the novel, Cuba 15, "Violet Paz, 50% Cuban-American, 50% Polish American, and 100% all-American" is not happy about having a traditional quinceañera in order to please her grandmother. In this unit, students will connect to the themes revealed in the novel by exploring how cultural influences have impacted their own lives.

Culminating Learning Product: Multimedia Presentation for display at International Night

Library Standards:

Maryland State Library

1.B.3.a Use prior knowledge to individually formulate and refine questions to meet an information need

2.A.1.a With guidance, explore and identify human, print, online, and multimedia resource

3.B.1.a With guidance, generate effective criteria for observations and questions for interviews and survey

AASL

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.

Content Standards:

MCPS/VSC

1.E.2— Use strategies to prepare for reading (before reading).

2.A.1— Apply and refine comprehension skills by selecting, reading, and analyzing a variety of print and non-print informational texts, including electronic informational media.

2.A.6—Read critically to evaluate informational texts.

4.A.7—Locate, retrieve, and use information from various sources to accomplish a purpose.

Common Core

CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Objectives/Learning Outcomes: (Please also see assignment task sheet after the reflection)

Students will be able to create a multimedia presentation that explores the connection between primary sources on culture and a theme revealed while reading Cuba 15 by Nancy Osa. Students will draw from all sources to create the presentation, which will be presented to the community during International Night.

Essential Questions:

- How are people shaped by their journeys, cultural influences, and experiences?
- How do authors use literal and symbolic journeys to structure stories?
- How do historical contexts, cultural influences, and life experiences shape texts?

<p>Teacher will (Before MC Visit):</p> <ul style="list-style-type: none"> • Ensure students have reflected on their own culture and the influence of their families, friends, and places they have lived on that culture. • Ensure students come into the project having read ½ of <u>Cuba 15</u> by Nancy Osa, and have knowledge of the conflicts and themes in the text. • Conduct a Socratic seminar in the classroom on the themes listed in the project. <p>(During MC Visit):</p> <ul style="list-style-type: none"> • Model use of resources in media center as librarian is talking • Be the second voice teaching questioning strategies • Guide and support students on print resources <p>(After MC Visit):</p> <ul style="list-style-type: none"> • Reflect with librarian on lesson and upgrades for next year • Grade process & projects, using input from librarian 	<p>Librarian will (Before MC Visit):</p> <ul style="list-style-type: none"> • Create an internet path of appropriate resources on each represented culture: Cuba, El Salvador, Columbia, African-American, Italian-American, Indian, Vietnamese, and Korean. • Pull print resources on each above culture. • Prepare directions for use of the appropriate databases. • Prepare starter directions for the use of the Web2.0 tools: Prezi, Glogster, Linoit, and QuickTime. • Prepare and share with teacher lessons on questioning strategies <p>(During MC Visit):</p> <ul style="list-style-type: none"> • Deliver 8th grade (third year students) refresher on use of the media center, including book, reference, and computer resources. • Deliver lesson on questioning strategies • Guide and support students on electronic resources <p>(After MC Visit):</p> <ul style="list-style-type: none"> • Reflect with teacher on lesson and upgrades for next year
<p>Materials:</p> <ol style="list-style-type: none"> 1. Promethean Board 2. Flipchart introducing Media Center 3. Flipchart on Questioning Strategies 4. Class Set <u>Cuba 15</u> Novels 5. Assignment Description with Rubrics 6. Pre-Assessment 7. 5 days Exit Cards 8. Blank Paper for Mind Maps 9. Colored Pencils <p>Resources:</p> <ol style="list-style-type: none"> 1. Internet pathfinders on cultures of: Cuba, El Salvador, Columbia, African-American, Italian-American, Indian, Vietnamese, and Korean 2. MCPS Subscription Databases 3. Reference Books 4. Non-fiction Books cultures of: Cuba, El Salvador, Columbia, African-American, Italian-American, Indian, Vietnamese, and Korean 5. Prezi, Glogster, Linoit, and QuickTime 6. Flip cameras 	<p>Unit Assessments: (Please also see examples after the reflection)</p> <p>Day 1 Pre Assessment: Use of media center, question strategies. Formative Assessment: Exit Card on student comfort level on types of Questions</p> <p>Day 2 Formative Assessment: Exit Card – student reflection on accomplishing question writing</p> <p>Days 3 & 4 Formative Assessment: Exit Card – student reflection on use of resources and ease of finding answers to their questions, new questions.</p> <p>Day 5 Formative Assessment: Mind Map of student’s vision for their final product</p> <p>Day 6 Formative Assessment: Interview Questions</p> <p>Day 7-8 Formative Assessment: Exit Card reflective on use of time</p> <p>Day 9 Summative Assessment Process Rubric</p> <p>End Summative Assessment Product Rubric after presentation</p>

Project Calendar Outline of Learning Actions

T-Teacher and L-Librarian	
Day 1	L – Refresh 8 th graders on use of media center; T- model for librarian / T & L: Co-teach lesson on developing inquiry questions
Day 2	T & L: Co-teach day 2 of lesson on developing inquiry questions, then using themes explored in the classroom through the text this quarter, have students work in groups by chosen theme to develop initial research questions. T & L will circulate and guide students. Today’s outcome should be each student having a list of 3-4 initial research questions.

Day 3	T – circulate and guide ½ of the class with using print resources to answer their prepared questions L – circulate and guide ½ of the class with using electronic resources to answer their prepared questions
Day 4	T – circulate and guide ½ of the class with using print resources to answer their prepared questions L – circulate and guide ½ of the class with using electronic resources to answer their prepared questions
Day 5 *	T & L: Co-teach lesson on reflecting on progress and writing new questions. Model mind-map of product.
Day 6	T & L: Co-teach lesson on preparing personal interview questions. Today's outcome should be that each student has interview questions prepared for a family member.
Day 7 *	T & L – circulate and guide while students use resources to finish their remaining research.
Day 8	L – introduce presentation resources, T – model on promethean / T & L circulate and guide while students develop product
Day 9 *	T & L circulate and guide while students develop product
*Notes on Differentiation	If needed, time can be given in the classroom between Days 5 & 6 for students to complete a mind-map of their product and develop their wrap up research questions. Also between Days 7 & 8 for students to draft and mock-up their product. After this guided time on Day 9, students may schedule after-school sessions in the lab or complete their final product at home.

Librarian and Co-Teacher(s) Reflection of Collaborative Process and Planning

I began this project thinking I would go outside of my content area. Our Social Studies department is in the midst of an inquiry project that is not going well. The climate is antagonistic between that department and the current media specialist. Instead, I approached the Science department. They apologized, but are preparing for the Science MSA's and it was not working trying to set a time for collaboration within the timeframe for me to complete the assignment. Both of these stumbling blocks could be overcome if I was the actual school librarian, but were unrealistic in the time frame and current climate.

I decided it would be best to plan with my cohort 8th grade English teacher, Mr. Muhn, on a real project that we could do with our students. We brainstormed for a bit on which part of the curriculum we'd like to adapt into an inquiry project. We used backward planning from the curriculum. We choose this route rather than planning back from the standards because our biggest limiting factor is time. We choose a required common task, an essential question, and some other first quarter necessities like refreshing students on media center use. By developing the unit around tasks we need to accomplish, time is found where we taught these requirements in the past.

We are excited because this project will replace the traditional five-paragraph essay. We quickly brainstormed the essential questions and standards, but we found we needed to map out what would be presented to students before we could plan day-by-day, materials, and resources. This includes the rubrics.

In running this past our lunch bunch student for input, we realized through their questions and feedback that the librarian would need to know certain information about what had occurred in the classroom to get students to this point, so we ended up sketching out the daily objectives of quarter from day one to the beginning of the project. We feel very ahead of the game for next year.

We would really like to use this, but since I will not actually be the librarian we are contemplating ways to lessen her involvement and alternate space use (what can be done in the class and a computer lab). Also, which parts of the assignment I feel comfortable preparing on my own, like the pathfinders and starter directions for the Web2.0. We plan to take it to her as it, but with pre-prepared suggestions of ways to lessen her share of load if she balks. We are also open to her suggestions of how to make things go smoother. Bottom line is that we will need to read the reaction and change with her.

If I were actually the librarian I would definitely involve the Social Studies department in this project. When the kids present at International Night next fall, the Social Studies department may ask to become involved. While I was disappointed in the climate of the school that made me plan within my own department, I am happy I will get to try out the unit for myself without having to wait too long.

This unit will be a way to introduce just a small amount of the Web2.0 applications to students, as well as how to form inquiry questions. I wanted the inquiry to be authentic to the students, and I think a true reflection on the effects of cultural influences is not only timely but personally relevant to the students. I wanted to find a way to incorporate an authentic audience, tying this into our pre-established international night seemed a natural fit.

Assessments

Advanced English 8 – Considering the Influence of Culture

The Task:

Your task is to create a Web2.0 multimedia presentation that explores the connection between primary sources on culture and a question developed while reading Cuba 15 by Nancy Osa. Draw from all sources to create the presentation.

The Process:

You will consider the themes found in Cuba 15 by Nancy Osa and research your own culture to apply these themes to your own life. The research process will include:

- ☞ developing appropriate research questions
- ☞ conducting personal interviews
- ☞ researching databases, print resources, and internet paths in the media center
- ☞ evaluating and citing your sources

The Product:

You will synthesize the information that you located in your research into a Web2.0 multimedia presentation to be presented to your classmates and members of the community on International Night in October. Products will include:

- ☞ an interactive glog
- ☞ a linoit pinboard
- ☞ prezzi
- ☞ embedded videos

Themes & Questions to Consider:

You will read through each theme below and the corresponding reflection questions to guide your project. Once you have chosen your guiding theme, you will be developing appropriate research questions based on this theme.

- ☞ **Cultural and historical influences intertwine:** How do different generations within the same culture view and keep traditions: dress, food, music, holidays, religion, etc.? How do you balance staying true to yourself with respecting your elders?
- ☞ **Migration and political forces influence culture:** Do the reasons for immigration affect the cultural connection to the home country? How can the reason for immigration enhance or interfere with the keeping of traditions: dress, food, music, holidays, religion, etc.?
- ☞ **Assimilation and interaction influence culture:** What are some tests on a friendship that might occur because of differences in culture? What are benefits to sharing traditions: dress, food, music, holidays, religion, etc. between and across cultures?
- ☞ **Humans move through universal life stages:** What does coming-of-age mean? What are necessary steps to move into that life stage? How is this life stage viewed differently in different cultures?

Process Rubric: Your Research Skill

The process of researching and your demonstration of these skills are as important as the presentation that you will be doing on International Night. Process and product will be graded separately for 21 Summative Points each.

	3 Points	2 Points	1 Points	0 Point
Use of Time	Used time well during each class period (as shown by observation by teacher & librarian, and documentation of progress) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher & librarian, and documentation of progress) with no adult reminders.	Used time well (as shown by observation by teacher & librarian, and documentation of progress) but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher and/or documentation of progress) in spite of several adult reminders to do so.
Preparation of Research Questions	Before beginning to research, the student prepared several in-depth AND factual questions to ask.	Before beginning to research, the student prepared a couple of in-depth questions and several factual questions to ask.	Before beginning to research, the student prepared several factual questions to ask.	The student did not prepare any questions before beginning to research.
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded only with peer/teacher assistance and reminders.	Notes are illegible or missing.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.	Disregards suggestions or navigates to irrelevant or unreliable sites.
Print Sources	Successfully uses suggested print resources to find information and skims & scans easily without assistance.	Usually uses suggested print resources to find information and skims & scans easily without assistance.	Needs assistance or supervision to use suggested print resources to find information and skims & scans easily without assistance.	The student did not use information from print sources.
Preparation of Interview Questions	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.

Product Rubric – Web2.0 Presentation

	3 Points	2 Points	1 Points	0 Point
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Links and Graphics - Relevance	All links and graphics are related to the topic and make it easier to understand. All borrowed links and graphics have a source citation.	All links and graphics are related to the topic and most make it easier to understand. All borrowed links and graphics have a source citation.	All links and graphics relate to the topic. Most borrowed links and graphics have a source citation.	Links and graphics do not relate to the topic OR several borrowed links and graphics do not have a source citation.
Knowledge Gained	Student can accurately answer all questions related to facts in the presentation and processes used to create the presentation.	Student can accurately answer most questions related to facts in the presentation and processes used to create the presentation.	Student can accurately answer about 75% of questions related to facts in the presentation and processes used to create the presentation.	Student appears to have insufficient knowledge about the facts or processes used in the presentation.
Mechanics	Three or fewer misspellings and/or grammatical errors that do not hamper meaning.	Multiple misspellings and/or grammatical errors that do not hamper meaning.	Multiple misspellings and/or grammatical errors that at times hamper meaning.	Has serious flaws in sentence structure and numerous errors in spelling, grammar, usage, and mechanics that consistently hamper meaning