Daily Lesson Plan Template

Overview of Lesson: Students will be reviewing Media Center policies & procedures and learning how to formulate research questions. This is Day One in the Media Center, Day Three overall, in a unit on cultural influences. In the novel, <u>Cuba 15</u>, "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.

Integrated Standards and Indicators:
- **AASL 21ˢᵗ Century Standards** 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.
- **Common Core Standards** 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.
- **Content Standards** MCPS/VSC 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.
- **Technology Standards** NETS for Students 3.a Students apply digital tools to gather, evaluate, and use information. Plan strategies to guide inquiry.

Essential Question(s): How do we "know what we don't know" in order to be able to form good research questions? What do I need to know about culture to express the themes of the novel to others?

Desired Outcomes: To refresh 8ᵗʰ grade (3ʳᵈ year) students as to where things can be found in the media center and to achieve understanding in how use question frames to prepare research questions.

Estimated Time: 48 minutes

Student Resources (Materials and Technology):
- White boards & Dry Erase Marker (per student)
- Flipchart "Cuba 15 Project Day One"
- Theme Packets (already in student's possession)
- Class copies of "Question Frames"
- Class Copies of song lyrics "Where is the Love" by The Black Eyed Peas
- Class Copies of "Day One Exit Card"

Provisions for Differentiation and Learning Styles:
- Verbal/Linguistic: Reading the Lyrics and writing out questions
- Musical/Rhythmic: Listening to the song, relating lyrics to written texts
- Visual/Spatial: Map of Media Center & finding specific areas
- Body/Kinesthetic: Holding up whiteboards
- Intrapersonal: Reflective Exit Card
- Interpersonal: Group work on questions

Instructional Plan:
- **Engagement/Motivation (interest hook)**

  Teacher Says: You are about halfway through reading the novel, *Cuba 15* and yesterday we participated in a Socratic seminar to share our ideas regarding four themes in *Cuba 15* and how we can relate these themes to our own lives – in order to be able to share our ideas about culture with the community at International Night this October. Our goals for today are two: to refresh ourselves as to where things can be found in the media center and to understand how to prepare research questions. By the end of tomorrow, you will have 3-4 questions and be ready to begin your personal research for you project.

- **Pre-Assessment of Prior Knowledge**

  Librarian Says: Welcome to the media center, and welcome back to the school year. As eighth graders, this part will be mostly review for you. Each of you should find in front of you a white board and a marker. A question will pop up on the Promethean Board and I'll give you a moment to write down your best guess and we'll quickly go through the policies & procedures to using this center.
  Librarian clicks through pre-assessment slides. **Teacher** circulates making sure everyone is participating. **Students** write guesses on their white boards. **Librarian** calls for reveal, and goes over the answers.

- **Direct Instruction**

  Teacher Says: We have been using sentence frames this quarter to help us get started writing our paragraphs. Today {Insert Librarian Name] will be showing you how you can do the same thing with question frames. Remember, the purpose of frames is to give us a structure so that we can focus on our own ideas. And ideas are very important to research.
  Librarian Says: So, let's look at different types of questions. **Knowledge slide**: Back to the 5W's from the warm-up. These are called knowledge questions; these are the factual questions. In the case of you project, you've done this work back in the classroom. The book is *Cuba 15* by Nancy Osa and the assignment is to display how cultural themes in this novel show up in your real lives. **Comprehension slide:** then you discussed in circles just what those major themes are. Right? **Librarian** flips through the question frames slides, defining briefly each term: **application**, (problem solving; applying information to produce some result), **analysis** (explain the relationship between things), **synthesis** (create something new from the information, put things together), **and evaluation** (determine the worth of things).

- **Modeling/Guided Practice**
  Teacher Says: I'm going to play you a song and we will look at the lyrics. Once we agree to the theme or the message of the song, we will use question frames to help us determine what we'd like to know more about. Play music clip: http://www.youtube.com/watch?v=FotCW5OIFZc . You also have these lyrics printed in front of you. Now, talk at your table. What is this song's message, or theme? (Give **student's** two to three minutes' discussion time). **Students** share back as a whole group, hopefully coming up with a theme similar to "things are wrong in the world because we fight with each other, things would be better if we show love." (AASL 1.1.5)
  Librarian says: Ok, now we must come up with questions on what we need to research in our own cultures to be able to relate this theme to others. Remember, you end product will connect to the themes revealed in the novel by exploring how cultural influences have impacted your own lives. We are going to model that here using the song in place of the novel.
  Teacher and Librarian alternate coming up with (think aloud) one question in each question level that asks what students need to know & research about culture to express this theme to others. (AASL 1.3.4)

- **Group Practice**
  Students work in groups to create one question in each question level that asks what students need to know & research about culture to express this theme to others. (AASL 1.2.1, 1.3.2)

- **Assessment:**
  - **Product:** "Day One Exit Card"
  - **Process: Teacher Says:** remember, our goal tomorrow is for each of you to have written 3-4 preliminary research questions so that you are able to start right into researching for your project on Day 3. You only have two days of research time, so we must be very efficient. Please fill out this exit card so that [name of librarian] and I can know where we all stand, if we are ready to jump right in or if there are some questions we still need to address tomorrow. This is your ticket-out-the-door and there are five minutes until the bell, so please begin. **Librarian** passes out exit cards. **Students** fill out exit cards. **Teacher** collects at the door.
  - **Student Self-Questioning:** Please see "Day One Exit Card," students will reflect on their comfort level using question-frames. (AASL 3.4.1, 3.4.2)

Suggested Modifications:
An introductory lesson, this lesson should need few modifications to be accessible by all 8th grade students. Table groups could be pre-selected by the teacher, strategically placing higher readers with lower readers.

A note on day two: students will apply today's learning and prepare research questions on their chosen theme. One of the following themes:

- ☞ **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?

Media Center

Eighth Grade English
Cultural Themes Project

Visit Us!

○ When can you come to the media center without your teacher?

Visit Us!

○ 7:30 – 7:50am
○ Lunch w/ a lunch-bunch pass from your administrator
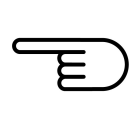○ 2:40 – 4pm

Layout

○ Facing the Promethean, is non-fiction on your right or on your left?

Layout

LEFT!

Layout

○ Facing the Promethean, where is the reference section in relation to you?

Layout

Behind you!

Checkout

○ **How many books can you check out at once?**

Browsing

○ **Where are the catalog computers?**

Browsing

There is one in each corner of the library!

(and you can access the catalog from every school computer – just go to 7-Media on the start menu)

Browsing

○ **What do you need to have with you while looking for books?**

Browsing

A Shelf Marker

Checkout

Three! **3**

Checkout

○ What do you need to tell the adult that is checking out your book?

Checkout

The first three letters of your last name

S..m..i

Research

○ What are the 5W?
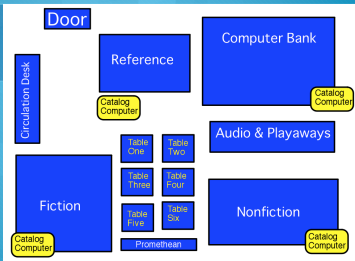
Research

○ Who?
○ What?
○ Where?
○ Why?
○ When?
+ How?

Map

Door

Circulation Desk

Reference

Computer Bank

Catalog Computer

Catalog Computer

Table One
Table Two

Audio & Playaways

Table Three
Table Four

Fiction

Table Five
Table Six

Nonfiction

Catalog Computer

Promethean

Catalog Computer

Knowledge Question Frames

KNOWLEDGE: I can recall or recognize information, ideas, and principles in the approximate form in which they are learned.

- How is (are) _____?
- How would you define _____?
- How would you identify _____?
- How would you recognize _____?
- What do you remember about _____?
- What is (are) _____?
- When did _____?
- Where did _____?
- Where is (are) _____?
- Which one _____?
- Who was _____?
- Who were _____?
- Why did _____?
- You can tell that _____?

Comprehension Question Frames

COMPREHENSION: I can understand the main idea of material heard, viewed, or read. I am able to interpret or summarize the ideas in my own words.

- How can you describe _____?
- How would you generalize _____?
- How would you clarify the meaning _____?
- How would you compare _____? Contrast?
- How would you distinguish the type of _____?
- How would you express _____?
- How would you identify _____?
- What can you infer from _____?
- What can you predict about _____?
- What did _____ look like?
- What did you observe _____?
- What facts or ideas demonstrate _____?
- Which statements explain _____?
- Will you restate _____? Elaborate?

Application Question Frames

APPLICATION: I am able to apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

- How could you apply what you read to construct___?
- How could you develop _____?
- How could you dramatize _____ after reading___?
- How could you illustrate _____ after writing___?
- How would you change _____?
- How would you demonstrate _____?
- How would you develop _____ to present___?
- How would you gain control of _____ to adapt___?
- How would you present _____?
- How would you use the facts to investigate ___?
- What actions would you take to perform _____?
- What other action would you use to _____?
- What other way would you choose to _____?
- What would the result be if _____?
- How would you alter _____ to _____?
- How would you manipulate _____ to _____?

Analysis Question Frames

ANALYSIS: I can break down a concept or idea into parts and show relationships among the parts.

- How can you classify _____ according to _____?
- How can you compare the different parts _____?
- How can you sort the parts _____?
- How can you distinguish the parts of _____?
- How is _____ connected to _____?
- How would you explain _____?
- How would you monitor _____?
- What can you infer ____?
- What can you point out about _____?
- What conclusions can you deduce _____?
- What evidence can you list for _____?
- What explanation do you have for ____?
- What ideas validate _____?
- What is the reason _____?
- What is the relationship between _____?
- What is your analysis of _____?
- Why do you think _____?

Synthesis Question Frames

SYNTHESIS: I can brings together parts (elements, compounds) of knowledge to form a whole and build relationships for <u>new</u> situations.

- How could you improve the plan for _____?
- How could you write (publish) a story about _____?
- How would you combine _____to create a different _____?
- How would you compile the facts for _____?
- How would you design a model that would change _____?
- How would you explain the reason _____?
- How would you formulate _____?
- How would you generate a plan to _____?
- How would you portray _____?
- Predict the outcome if _____?
- What alternative would you suggest for _____?
- What changes would you make to revise _____?
- What could be combined to improved (modify) _____?
- What could be done to integrate ____?
- What could you invent _____?
- What facts can you gather _____?
- What theory can you develop about _____?
- What would happen if _____?

Evaluation Question Frames

EVALUATION: Makes informed judgments about the value of ideas or materials. Uses standards and criteria to support opinions and views.

- How could you verify? Perceive? Decide _____?
- How would you assess the _____?
- How would you critique the ideas _____?
- How would you determine the facts _____?
- How would you prove? Disprove _____?
- What choice would you have made _____?
- What data was used to evaluate _____?
- What information would you use to prioritize the facts?
- What is your opinion of__?
- What would you choose _____?

Assignment Packet

Themes in *Cuba 15*

Students will already have this in packet their possession and will have participated in a Socratic seminar to discuss the themes and their essential questions.

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 <u>Cuba 15</u> by Nancy Osa. Draw from all sources to create the presentation.

The Process:

You will consider the themes found in <u>Cuba 15</u> 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
- ✎ prezi
- ✎ 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?

Theme for Discussion: **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?

Three things I heard from others during the discussion:

My reflection after the discussion:

Theme for Discussion: **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.?

Three things I heard from others during the discussion:

My reflection after the discussion:

Theme for Discussion: **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?

Three things I heard from others during the discussion:

My reflection after the discussion:

Theme for Discussion: **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?

Three things I heard from others during the discussion:

My reflection after the discussion:

My Theme for Research:

My Cultural Connection:

3-4 Research Questions:

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

FRAMES for Developing QUESTIONS

KNOWLEDGE

KNOWLEDGE: I can recall or recognize information, ideas, and principles in the approximate form in which they are learned.

- How is (are) _____?
- How would you define _____?
- How would you identify _____?
- How would you recognize _____?
- What do you remember about _____?
- What is (are) _____?
- When did _____?
- Where did _____?
- Where is (are) _____?
- Which one _____?
- Who was _____?
- Who were _____?
- Why did _____?
- You can tell that _____?

COMPREHENSION

COMPREHENSION: I can understand the main idea of material heard, viewed, or read. I am able to interpret or summarize the ideas in my own words.

- How can you describe _____?
- How would you generalize _____?
- How would you clarify the meaning _____?
- How would you compare _____? Contrast?
- How would you distinguish the type of _____?
- How would you express _____?
- How would you identify _____?
- What can you infer from _____?
- What can you predict about _____?
- What did _____ look like?
- What did you observe _____?
- What facts or ideas demonstrate _____?
- Which statements explain _____?
- Will you restate _____? Elaborate?

APPLICATION

APPLICATION: I am able to apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

- How could you apply what you read to construct___?
- How could you develop _____?
- How could you dramatize ____ after reading___?
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- How would you change _____?
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- How would you develop ____ to present___?
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- What would the result be if _____?
- How would you alter _____ to _____?
- How would you manipulate _____ to _____?

ANALYSIS

ANALYSIS: I can break down a concept or idea into parts and show relationships among the parts.

- How can you classify _____ according to _____?
- How can you compare the different parts _____?
- How can you sort the parts _____?
- How can you distinguish the parts of _____?
- How is _____ connected to _____?
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- How would you monitor _____?
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- What can you point out about _____?
- What conclusions can you deduce _____?
- What evidence can you list for _____?
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- Why do you think _____?

SYNTHESIS

SYNTHESIS: I can brings together parts (elements, compounds) of knowledge to form a whole and build relationships for <u>new</u> situations.

- How could you improve the plan for _____?
- How could you write (publish) a story about _____?
- How would you combine ____to create a different ____?
- How would you compile the facts for _____?
- How would you design a model that would change _____?
- How would you explain the reason _____?
- How would you formulate _____?
- How would you generate a plan to _____?
- How would you portray _____?
- Predict the outcome if _____?
- What alternative would you suggest for _____?
- What changes would you make to revise _____?
- What could be combined to improved (modify) _____?
- What could be done to integrate _____?
- What could you invent _____?
- What facts can you gather _____?
- What theory can you develop about ____?
- What would happen if _____?

EVALUATE

EVALUATION: Makes informed judgments about the value of ideas or materials. Uses standards and criteria to support opinions and views.

- How could you verify? Perceive? Decide _____?
- How would you assess the _____?
- How would you critique the ideas _____?
- How would you determine the facts _____?
- How would you prove? Disprove _____?
- What choice would you have made _____?
- What data was used to evaluate _____?
- What information would you use to prioritize the facts?
- What is your opinion of__?
- What would you choose _____?

"Where is the Love"

written by written by will.i.am, Taboo, apl.de.ap, Ron Fair, P. Board, G. Pajon Jr, M. Fratantuno, and J. Curtis
performed by the Black Eyed Peas

What's wrong with the world, mama
People livin' like they ain't got no mamas
I think the whole world addicted to the drama
Only attracted to things that'll bring you trauma
Overseas, yeah, we try to stop terrorism
But we still got terrorists here livin'
In the USA, the big CIA
The Bloods and The Crips and the KKK
But if you only have love for your own race
Then you only leave space to discriminate
And to discriminate only generates hate
And when you hate then you're bound to get irate, yeah
Madness is what you demonstrate
And that's exactly how anger works and operates
Man, you gotta have love just to set it straight
Take control of your mind and meditate
Let your soul gravitate to the love, y'all, y'all

(Refrain) People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach
And would you turn the other cheek
Father, Father, Father help us
Send us some guidance from above
'Cause people got me, got me questionin'
Where is the love (Love)
Where is the love (The love)
Where is the love (The love)
Where is the love
The love, the love

It just ain't the same, always unchanged
New days are strange, is the world insane
If love and peace is so strong
Why are there pieces of love that don't belong
Nations droppin' bombs
Chemical gasses fillin' lungs of little ones
With ongoin' sufferin' as the youth die young
So ask yourself is the lovin' really gone
So I could ask myself really what is goin' wrong
In this world that we livin' in people keep on givin' in
Makin' wrong decisions, only visions of them dividends
Not respectin' each other, deny thy brother
A war is goin' on but the reason's undercover
The truth is kept secret, it's swept under the rug
If you never know truth then you never know love
Where's the love, y'all, come on (I don't know)
Where's the truth, y'all, come on (I don't know)
Where's the love, y'all

Refrain

I feel the weight of the world on my shoulder
As I'm gettin' older, y'all, people gets colder
Most of us only care about money makin'
Selfishness got us followin' our wrong direction
Wrong information always shown by the media
Negative images is the main criteria
Infecting the young minds faster than bacteria
Kids wanna act like what they see in the cinema
Yo', whatever happened to the values of humanity
Whatever happened to the fairness in equality
Instead in spreading love we spreading animosity
Lack of understanding, leading lives away from unity
That's the reason why sometimes I'm feelin' under
That's the reason why sometimes I'm feelin' down
There's no wonder why sometimes I'm feelin' under
Gotta keep my faith alive till love is found

Refrain

source:

Exit Card – Media Center & Questioning

1) I am comfortable using question frames to create higher-level questions:

Definitely   Somewhat   No, I still have questions

2) I was able to successfully work in my group to create questions about the theme of the song:

Definitely   Somewhat   Not Really

3) I have chosen which of the four themes found in Cuba 15 I will be working on:

Yes!   I'm deciding between 2   No, I'm still pondering

4) I feel like tomorrow I can use question frames to build research questions on my theme:

Definitely   Somewhat   No, I still have questions

5) The best part of today's lesson was_____

_____

6) One thing I would change about today's lesson is_____

_____

7) A question that I have is_____

_____

Daily Lesson Plan Template 2

Overview of Lesson: Students will begin to answer the research questions that they developed on Day One & Two in the media center. This is Day Three in the Media Center in a unit on cultural influences: In the novel, <u>Cuba 15</u>, "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.

Integrated Standards and Indicators:
- **AASL 21st Century Standards** 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.
- **Common Core Standards** 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.
- **Content Standards** MCPS/VSC 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.
- **Technology Standards** NETS for Students 3.a Students apply digital tools to gather, evaluate, and use information. Plan strategies to guide inquiry.

Essential Question(s): Students have chosen one of the following novel themes. Essential questions follow each 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?

Desired Outcomes: Students will answer their 3-4 research questions in order to begin preparing their presentation to the community.

Estimated Time: 48 minutes (there will be two days of this initial research and a later day to conduct follow-up research after time for reflection and planning)

Student Resources (Materials and Technology):
- Bring up Map Slide from Day One flipchart to mark where groups will go today
- Theme Packets (already in student's possession)
- Nonfiction books on various cultures
- Print Reference sources
- Computers with pathfinders on various cultures
- Class copies of "Day Three Exit Card"

Provisions for Differentiation and Learning Styles:
- Verbal/Linguistic: Reading, Notetaking
- Body/Kinesthetic: Moving between stations
- Intrapersonal: Reflective Exit Card

<u>Instructional Plan:</u>
- **Engagement/Motivation (interest hook)**
  <u>Teacher Says</u>: Welcome back, to recap all you've accomplished so far, you've been reading the novel, *Cuba 15* and participated in a Socratic seminar to share our ideas on how we can relate these themes to our own lives – in order to be able to share our ideas about culture with the community at International Night this October. Then you learned how to prepare research questions and now you have 3-4 questions and are ready to begin your personal research for your project. Wow!

- **Pre-Assessment of Prior Knowledge**
- **<u>Librarian Says:</u>** Here, once again, is the map of the media center. Today, group A will be on the computers, group B in the print resources, both the books I've reserved for your classes on the cart, and the reference section. You need to make the most of your time – tomorrow we will switch to group B on the computers, group A in print.

- **Direct Instruction**
  <u>Teacher (with group B in the print resources) Says:</u> A great starting point is to pull books on your culture. You should use your skimming and scanning skills to find the topics that your research questions center on. You may also look up your culture in the encyclopedias.
  <u>Librarian (with group A on the computers:</u> Has students log on and navigate to the pre-set page with pathfinders for each culture, as well as directions for accessing appropriate available databases.

- **Modeling/Guided Practice**
  <u>Teacher:</u> Models use of encyclopedias, use of indexes, headings, contents to find information quickly
  <u>Librarian:</u> Models navigation to pathfinders and to databases.

- **Individual Practice**
  <u>Students</u> look for answers to their research questions. (AASL 2.1.1, 2.3.2)

- **Assessment:**
  - **Product:** "Day Three Exit Card"
  - **Process: <u>Teacher Says:</u>** remember, our goal tomorrow is for each of you to have finished your preliminary research so you can begin to map out what your presentation product will look like, and list any final research you will need to tie up. **<u>Librarian Says:</u>** Once your initial research questions are answered, they may lead to more questions. Please fill out this exit card so that [name of teacher] and I can know where we all stand, if there are some questions we still need to address tomorrow. This is your ticket-out-the-door and there are five minutes until the bell, so please begin. **<u>Librarian</u>** passes out exit cards. **<u>Students</u>** fill out exit cards. (AASL 2.4.1, 2.4.2, 3.4.1) **<u>Teacher</u>** collects at the door.
  - **Student Self-Questioning:** Please see "Day Three Exit Card," students will reflect on their comfort level researching. (AASL 1.4.1, 1.4.4)

Suggested Modifications:
If the class has a co-teacher or paraeducator, the print resources and the reference section could be split into smaller group stations.
Before visiting the media center, students may need to be taught skills of skimming and scanning when reading for information.

Notes on pulled resources, databases, and pathfinders:

Print resources

It is very important to me to have a library that is reflective of my school population. The goal is to receive a list from the teacher of the cultures that the students will base their project on. My current librarian pulls print books for projects so that they do not get checked out by other students while the projects are going on – also to give all classes equal access, rather than the first class getting first pick at the nonfiction books. In addition to pulling books by country or culture, I would pay special attention to the items listed under each set of theme essential questions: dress, food, music, holidays, and religion.

Databases

The HS Librarian that I visited during my observation said, "MCPS pays hundreds of thousands for the best of the best, students need to be taking advantage of the databases." For this project I would direct students to our
Britannica Online School Edition
Britannica Global Reference Center
SIRS Discoverer is especially designed for 3rd-9th grade and has direct categories for countries, cultures, history, government, religion, etc.

Pathfinders

SIRS Discoverer is so well set up for research on differences in cultures, that I would be leery of using Internet sites off-database for this particular project. *The CIA World Factbook* and the *Library of Congress Country Studies* sites are very dry, and not student engaging. I did find a site that I really liked, www.everyculture.com. Each article on this site seems to be sourced well, but I cannot find out much about the company that holds the copyright or how articles are submitted and reviewed, so while it is interesting to read – I especially like the subheadings of society and etiquette – it's not a reliable source.

Research Exit Card

1) Today I used suggested internet links (or print resources) to find information and navigated within these sites (or skimmed and scanned for information).

On my own ☺   **With help**   **I got lost** ☹

2) Today I used my time:

well, on my own ☺   **well, but with
reminders from adults**   **poorly, in spite of
reminders from adults** ☹

3) I have completed _____ note cards complete with citations.

4) A new question that I need to research is:_____

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