

## **TITLE OF UNIT: Honoring the Purpose of a Library**

**Grade: 6-8**

### **Content Standards:**

7.RS-DR 2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

7.RC-TC 1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band.

7.ODC-OC 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

7.ODC-DC 6. Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current.

*Content Area:*

ELA 6-8

## **TITLE OF UNIT: Unit Overview**

**Grade: 6-8**

### **ENVISION the destination and MAP the path to expertise:**

**Vision and Values:** *(Introduce the unit and your context? What kind of classroom community do you want to create?)*

As the librarian, my role is to help kids see the benefits, tools and resources a library can offer them as part of the school community. I want to help kids see the historical perspective on those who first envisioned public libraries and the intended role they should/ could play in a democratic society. Then walk them through the formation of some of the first libraries here in Idaho specifically by the Columbian Club who wrote grants and letters to Andrew Carnegie and the Carnegie foundation for funding for some of the first libraries in Idaho. The next and final phase will focus on the current issues surrounding contemporary libraries that serve different populations; school libraries being the most contextually relevant to student groups.

**Learning Objectives:** *(What will students be able to do, know, understand, etc?)*

Students will understand the process by which books are selected to meet criteria that align with a library's goals and mission. They will understand the need to consider economic, social, contextual and ethical parameters in making those book selections.

**Culminating Projects:** *(Through what authentic and engaging performance task(s) will students demonstrate the desired understandings?)*

Students will create a viable rubric for evaluating individual titles being considered for purchase and circulation at a public school, private school or university library. In this rubric they will have to determine the type of library for which their rubric was created, the stakeholders they will consider (including expert voices such as Common Sense Media), genre specific elements and a clear list of parameters for determining if an individual title is aligned with that library's mission.

**Essential Question:**

**What makes a book dangerous?**

**Guiding Questions/Sub-questions:** *(What questions will constantly focus the students on the Big ideas/Critical Question within the unit in student language?)*

**What is the purpose of a Library?**

**Who should decide what goes in a Library?**

**What is the role of Libraries in protecting all voices?**

**How do Libraries promote Democracy?**

**How do Libraries build community?**

**How do Libraries best function in a community?**

**How is a school library different from a public library? From a private library? From a university library?**

**Misconceptions/Evolving Conceptions:** *(What might students commonly misunderstand about the subject? How will I directly address these?)*

- That libraries are really only for technology
- That libraries are only quiet places
- That libraries only offer books

**PRIME your learners and ORIENT the learning:**

**Frontloading Activity/ies:** *(What will you do to activate prior knowledge, generate excitement, get learners in the right "mode," and/or frontload essential concepts and processes?)*

**This is where my DBI will fit. I want to explore the Andrew Carnegie foundation and the connection between his foundation and the Columbian Club here in Idaho and how they contributed to the first libraries here in Idaho.**

**Orienting to the Learning:** *(How will you situate the learning with/for students? What is the "why" behind this? How does this lesson connect to the big picture? How can we help learners make sense of the unit's goals?)*

**The goal is for them to feel they have ownership in requesting titles for purchase but also understand the considerations, limitations, and constraints that might keep their choice from being purchased. I also want them to feel like they can find themselves in the voices and stories on the shelves of their library.**

## **WALK-THROUGH new concepts and skills:**

**Sequence of Activities:** *(What is the lesson sequence you will use to model, mentor, and monitor students as they learn in order to lead them to the culminating project? To provide lots and lots of deliberate practice with threshold knowledge goals - both conceptual and procedural?)*

### **After the DBI**

Book search or scavenger hunt for a variety of different voices, stories

Recommending books that represent a variety of titles that fill the “gaps” of those missing voices

Reading books that might be outside the normal genre they are comfortable with

Student led book clubs and book talks

Students selecting and reading books to tie to the concepts, topics they are studying in their content areas to develop understanding of full stories not just single stories

Participation in Battle of the Books

## **Ongoing Formative Assessments/reflections:**

## **EXTEND expertise and EXPLORE new territory:**

**Culminating Projects:** *(How will you put the students in roles of an expert- expert reader, analyst, historian, scientist? How will you promote knowledge making and knowledge evaluation procedures central to your content area? What will you do to have students develop and refine knowledge together, to apply the tools to novel contexts, to find real-world applications, to find sources of feedback?)*

**Other possible extensions:** *independent projects, applications to learners’ lives, etc.*

Students will create a viable rubric for evaluating individual titles being considered for purchase and circulation at a public, school, private or university Library. In this rubric they will have to determine the type of Library for which their rubric was created, the stakeholders they will consider (including expert voices such as Common Sense Media), genre specific elements and a clear list of parameters for determining if an individual title is aligned with that library’s mission.

Eventually train 8th grade students to partner with 6th graders and newly enrolled students (all grades) as guides for the library, how to access the resources, how to understand the process for requesting a title for purchase, how and why to participate in Battle of the Books, how to find books that link to content in their classrooms.

## **REFLECT on the journey:**

**Student Reflection:** *(How will you support students in making generalizations, connections, or engaging in continuous formative self-assessment of their own learning and providing procedural/causal feedback to oneself and peers - throughout and at the end of the learning?)*

Reflection at each phase of the DBI

Create a reflection/ recommendation card that is completed by a student as they finish a book to be included in a ‘file’/card holder accessible to other students who might be considering reading the book. Pattern the card

after the Common Sense Media reviews to encourage and support thoughtful practice of reviewing books not just based on “I liked it or I didn’t like it.”

Include a section for:

Personal significance

Academic significance

Civic significance

**Summative Assessment:** *(How will you assess the culminating project and student learning AS and FOR student learning vs. just OF it?)*

Assignment: Create a rubric for evaluating individual titles being considered for purchase and circulation at a public, school, private or university library. The four things below must be considered:

- determine the type of library who will use the rubric
- the stakeholders they will consider (including expert voices such as Common Sense Media),
- genre specific elements
- clear list of parameters for determining if an individual title is aligned with that library’s mission (cost? interest? age appropriate? reading level? etc.)

**Additional Helpful Resources:** *(Cite sources for lessons, websites, and all resources that might be useful in extending your unit, etc.)*