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IST 668: Literacy Through School Libraries
Assignment 4: Collaborative Unit Plan
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Unit Plan / Descriptive information

This unit, entitled “The Time Traveling Journalist,” is designed for a group of 20 eighth-grade students from a Social Studies class who are completing a unit on World War II. Using facts from print and online resources, students will pose as journalists writing about a fictional character who lived during World War II. In order to grab the students’ attention and build up motivation, the essential question for the unit is “What if you could travel back in time and find out what life was like for someone living during World War II?”

Students are required to be active participants in the brainstorm process, complete research in both online and print resources, peer-edit a classmate’s work, and produce a final article based on their research. Students are asked to be creative in the writing process as they create a fictional character and write an article that grabs the attention of the audience, but need to remember to base the article on researched facts.

This unit will be created and team-taught by the teacher librarian and social studies teacher. Students will be split into two groups during the research phase (lesson 2), and each group will be led by one of the teachers. The librarian will be responsible for pulling relevant print resources and locating online sources that can be used by students for research (although students are not limited to these resources). The social studies teacher will be grading the final drafts of the students’ articles, which will later be compiled by the librarian into a magazine format.

Learning Standards Addressed:

Social Studies Standards (Lessons 1-4)

Standard 1: History of the United States and New York - use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History - use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

ELA Standards

Standard 1: Students will read, write, listen, and speak for information and understanding.

- Locate and use school and public library resources independently to acquire information; Condense, combine, or categorize new information from one or more sources; Use several sources of information, in addition to an encyclopedia, to develop research reports; Take research notes, using a note-taking process. (Lesson 3)
- Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational text. (Lesson 1, Lesson 3)
- Contribute to group discussions by offering comments to clarify and interpret ideas and information. (Lessons 1, 2, 4)

Standard 4: Students will read, write, listen, and speak for social interaction.

- Participate as a listener in social conversation with one or more people who are friends or acquaintances; withhold judgment; appreciate the speaker's uniqueness; use courtesy. (Lesson 1, Lesson 4)
- Respond to the listener's interests, needs, and reactions to social conversation. (Lesson 1)

Lesson Plan 1: The Time Traveling Journalist: The Perfect Brainstorm

Concept / Topic to Teach: Brainstorming as a start to the research process.

21st Century Learning Standards Addressed: 1.1.2, 1.1.9, 1.3.4, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.4.1

General Goals: Students work in teams to brainstorm potential interview subjects and questions, and then work independently to choose a subject for their articles.

Specific Objectives - Students will be able to: work effectively as a team; complete individual brainstorm worksheet; understand brainstorming as an effective start to the research process.

Required Materials: Brainstorming "box", SmartBoard, chart paper, individual brainstorm worksheets

Anticipatory Set: Tell students that the magazine, "Back In Time," has hired them to write an article about a person living during World War II. Students will give their opinion on the brainstorming process.

Step-By-Step Procedure: Divide students into 3 groups and direct each group to a piece of chart paper hung on the wall labeled "United States", "Europe" and "Japan". Show students mystery box, which contains rules and guidelines for brainstorming.

Have students take turns pulling out guidelines and discuss these as a class. Next, have each group nominate a speaker and a writer. Ask students to think about whom they could potentially interview in their region that was living during WWII. Give students 5-10 minutes to complete, then come together as a class and have group leader share the ideas of the group. Next, have the groups rotate to the chart paper on their right, and begin brainstorming questions they would ask the people who are listed on their new sheet. After 5-10 minutes have leaders share what potential questions they came up with.

Plan for Independent Practice: Students return to their seats and are handed individual brainstorm worksheets that includes space to continue the individual brainstorm process and a place to denote their final article subject. This subject needs to be approved by the librarian or social studies teacher by the end of the session.

Closure: Ask students if they thought the brainstorming was helpful and how.

Assessment: Individual brainstorm worksheets, observation of discussion.

Possible Adaptations (for students with learning disabilities): Student(s) can be paired with a peer for brainstorming, and provided a specific list of choices instead of full worksheet.

Possible Connections to Other Subjects: ELA (brainstorm process can be done in all subject areas).

Lesson Plan 2: The Time Traveling Journalist: An Article That Pops!

Concept / Topic to Teach: Understanding what makes an article successful.

21st Century Learning Standards Addressed: 1.1.2, 1.1.6, 2.5.1, 3.1.3, 3.2.1, 4.1.5, 4.3.2, 4.4.5

General Goals: Students will be looking at articles in magazines to determine what makes them a success. Based on these ideas, students will create a rubric that will be used to grade their assignments.

Specific Objectives - Students will be able to: skim article in magazine and give opinion on if it was a success or not; create rubric based on the criteria they outlined.

Required Materials: magazines, SmartBoard, rubric template

Anticipatory Set: Ask students how many of them have ever read a magazine article that they enjoyed and to tell why they enjoyed it.

Step-By-Step Procedure with Plan for Independent Practice: Students will sit at tables in the library media center with magazines from the library collection. Instruct students to select a magazine and article by looking at the table of contents. Instead of reading the article they have chosen, students pass the magazine to the student on their right for them to read. After students have read the chosen article, ask them to share what made the article a success or not. Next, show a blank rubric on the SmartBoard. As a class, create criteria as to how the assignment will be graded, filling in the rubric.

Closure: Ask students if looking at examples of real life articles helped them to understand what makes a successful article.

Assessment: student participation, completion of class rubric

Possible Adaptations (for students with learning disabilities): Find specific article for student(s) and ask specific questions about article.

Possible Connections to Other Subjects: ELA

Lesson Plan 3: The Time Traveling Journalist: Getting the Facts

Concept / Topic to Teach: Note-taking techniques during research process.

21st Century Learning Standards Addressed: 1.1.4, 1.1.6, 1.1.8, 1.2.3, 1.3.1, 1.3.3, 1.3.5

General Goals: Students will learn note-taking skills and begin research.

Specific Objectives - Students will be able to: understand how to properly take notes during the research process; search online and print resources for related facts for their articles.

Required Materials: books and reference materials on WWII, links to WWII resources (from library webpage), note-taking worksheets

Anticipatory Set: Remind students that in the previous lesson, it was concluded that factual information was one reason why the sample articles were successful. Today they will begin research and start looking for facts about how their chosen person would have lived.

Step-By-Step Procedure and Plan for Independent Practice: All students will begin in the library, where there will be a brief lesson on proper note-taking skills. View a sample article online, and show examples of incorrect note-taking. Students will then be divided into 2 groups; one group will be in the computer lab and one will stay in the library (the following session, students will switch locations).

For students in the library: The librarian will have pulled several possible books and reference materials for students to use for research. Students are not limited to the

pulled selections. The librarian points out information needed for citations. Students then begin using resources and taking notes independently.

For students in the computer lab: The social studies teacher directs students to the library website where links for WWII research can be found and points out the information needed for citations on an example site. The students can start with the links provided, and then go to online databases for more information. The students begin using resources and taking notes independently. After students have completed both print and online research, they are instructed to have rough drafts of their article completed by the next lesson.

Closure: Ask students to share interesting facts found during research.

Assessment: Observe students note taking on individual basis.

Possible Adaptations (for students with learning disabilities): Have specific resources pulled for student(s) and have someone there to read sources aloud. Student may prefer to type or have someone write notes for them.

Possible Connections to Other Subjects: ELA (note taking skills useful in all courses).

Lesson Plan 4: The Time Traveling Journalist: The Editor

Concept / Topic to Teach: Peer-Editing

21st Century Learning Standards Addressed: 1.1.6, 1.3.4, 2.1.5, 3.2.1, 3.2.2, 3.2.3, 3.3.2, 3.4.2

General Goals: Students will understand peer-editing process.

Specific Objectives: Students will be able to: understand how to complete a peer-edit; successfully practice the process of peer-editing; complete peer-edit a on classmates article.

Required Materials: SmartBoard, YouTube video, practice editing worksheets, editing checklist, grammar reference books.

Anticipatory Set: Explain to the students that it is time to take on a new role in the writing process, the role of the editor. Almost all material that they see in print has gone through the careful process of editing. They usually have the teacher edit a rough draft of a paper, but today it will be a classmate taking on that role.

Step-By-Step Procedure: Students will bring their completed rough drafts to class, and be paired up with a partner (determined by the social studies teacher). Provide students with the definition of peer-editing and talk about the three steps involved (complement the writing, give suggestions and make corrections). Show and discuss YouTube video, “Top 10 Peer Review Mistakes.” Show example of paragraph to edit on SmartBoard and have students’ complete 3 steps on practice editing worksheet.

Plan for Independent Practice: Students break into pairs and exchange papers. Students are provided editing checklist listing 3 steps and grammar reference books for assistance. Students will return papers and editing checklist to partner and take time to ask questions of the editor.

Closure: Ask students if they liked the process and if they found it helpful. Have a few students share suggestions that the editor made. Remind students of due date for final drafts of assignment.

Assessment: Observe students in peer edit process.

Possible Adaptations (for students with learning disabilities): Focus on only one part of the editing process (choose what will be most helpful to the particular student).

Possible Connections to Other Subjects: ELA

Materials List

Ayer, E. H., Waterford, H. & Heck, A. (2000). *Parallel Journeys*. New York: Aladdin Paperbacks. A story of two very different lives during World War II, as one boy becomes a Hitler Youth and another lives the life of a German Jew.

Brainstorm Box: This will be a colorful box filled with index cards that have guidelines for brainstorming on them. Some of the guidelines can be: no criticizing, all ideas are good ideas, feed off of each other's ideas, go for quantity, not quality, let ideas flow, and have fun.

Colman, P. (1998). *Rosie the Riveter: Women Working on the Home Front in World War II*. New York: Crown Publishers, Inc. Using first-hand accounts, photographs, facts and figures, *Rosie the Riveter* describes how women joined the workforce during WWII.

Densho: The Japanese American Legacy Project. Densho, n.d. Web. 29 Apr. 2010.

Densho documents the oral histories of Japanese Americans who were incarcerated during World War II. The site includes a learning center, a timeline of events, historical images, and more than 800 hours of interviews.

Elliott, R. (2006). *Painless Grammar*. 2nd ed. Hauppauge, New York: Barron's Educational Series, Inc. This reference book portrays proper grammar and editing techniques through humorous examples and illustrations.

Encyclopedia Britannica's Guide to Normandy 1944. Encyclopedia Britannica, n.d. Web. 29 Apr. 2010. This guide provides students with articles about the invasion, interviews with veterans, as well as interactive charts, maps and photo galleries.

Hofstra Layson, A., & Viola, H. J. (2008). *Lost Childhood: My Life in a Japanese Prison Camp During World War II*. Des Moines: National Geographic Children's Books. *Lost Childhood* tells the story of Annelex Hofstra, a then four-year-old Dutch citizen living with her family in Indonesia, whose family is forced to live in a Japanese prison camp.

"Peer Review TOP 10 Mistakes." YouTube.com. YouTube, 14 Nov. 2009. Web. 29 Apr. 2010. A group of fourth and fifth graders show examples of how not to complete the peer review process.

Readers Digest. (2003). *World War II: The People's Story*. Pleasantville, New York: Reader's Digest. Photographs, letters, speeches, diary entries and interviews share the stories of those who lived through World War II.

Rutgers Oral History Archives. Rutgers School of Arts and Sciences. n.d. Web. 29 Apr. 2010. Features over 540 oral histories of those serving in Europe and the Pacific, as well as those who stayed on the home front. Students can also view diary entries, letters, and photos.