

**Module 6 Collaboration Unit & Practicum: Listing Liberties**

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LIBS 676: Library Media Services and the Curriculum

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## **Part I: Narrative Overview**

### **Learners**

Buckingham County is a very rural county located in the heart of Virginia, about sixty miles from the capital Richmond. According to the U. S. Census Bureau there is a population of 16,824 in Buckingham County (CITATION). This is a rather small rural school where many of the students may not be attending college after high school, but rather going into the military, a trade, or the workforce. There are a total of 574 students at Buckingham High School and 129 seniors. For this module I will be working with a senior only Government class. In total there are thirteen students and one teacher. There are seven girls and six boys in this government class. While there are no students with IEPs and 504s in this particular class, if there were I would provide the necessary accommodations like reducing the number of questions on the pretest and posttest and providing students with a pathfinder organized by supreme court case.

### **Instructional Preparation**

- **Unit Title:** Listing Liberties
- **Brief Description:** For this unit I will be working with Mr. Lawson's 12th grade Government class with 10 students. I will collaborate with Mr. Lawson on a Civil Liberties unit. He has given me his notes for this unit and I have gone through and accessed them to create my library activity to accompany this unit.
- **Instructional Methodology and Inquiry Model Description:** I will be using the Guided Inquiry model to deliver these lessons.
- **Primary Goal and Objective:**
  - **Subject/Content Area:** VA & US Government
  - **SOL:** GOVT. 11c The student will apply social science skills to understand civil liberties and civil rights by explaining how the Supreme Court has applied most

of the protections of the Bill of Rights to the states through a process of selective incorporation.

- **AASL Standards:**

- IV.A.3 Making critical choices about information sources to use.
- IV.B.3 Systematically questioning and assessing the validity and accuracy of information.
- II.B.1 Seeing a variety of sources
- VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.
- IV.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

- **Time:** This lesson will be taking place over the course of three class periods. The first two lessons will be rather brief, around 30 minutes give or take as they are focusing more on the library skills needed to complete their final project and are still learning about Civil Liberties in class. Mr. Lawson and myself decided that we would give the students the entire class period of 90 minutes on the last day to complete the final assignment seeing as they are seniors and working in pairs of two. However, if we find that they need more time, then he will allow an additional class period for them to finish up the assignment.

### **Part II: Instructional Delivery & Assessment (links included)**

**Pretest:** The pretest contains eight questions and will be administered to the students two days before the collaborative lessons begin.

**Posttest:** The posttest also contains the same eight questions as the pretest, but there is one additional question asking for student feedback on the assignment and will be administered the last day of the lessons. Both the pretest and posttest were a google form that were administered via Google Classroom.

**Lessons:**

Lesson #1

Grade Level, Collaborative Content Area	<ul style="list-style-type: none"><li>• 12th grade collaborative lesson   Apr 13, 2022</li><li>• VA &amp; US Government Buckingham County High School</li><li>• Mr. Lawson   2nd Period  90 minute block   35 minute collaborative lesson</li><li>• Guided Inquiry: Open &amp; Immerse</li></ul>
Content Objective	<ul style="list-style-type: none"><li>• GOVT. 11c The student will apply social science skills to understand civil liberties and civil rights by explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation.</li></ul>

<p>AASL Competency</p> <p>Library Objective</p>	<ul style="list-style-type: none"> <li>● AASL <ul style="list-style-type: none"> <li>○ IV.A.3 Making critical choices about information sources to use.</li> <li>○ IV.B.3 Systematically questioning and assessing the validity and accuracy of information.</li> </ul> </li> <li>● The student will determine if an online source is credible or not using the CRAAP method.</li> </ul>
<p>Link to Background Knowledge</p>	<ul style="list-style-type: none"> <li>● These students may have had some prior library instruction on choosing credible sources before, but have not had any this school year and were out of school due to COVID for the past 1.5 school years before this one.</li> <li>● Students have also been learning about Civil Liberties in class and will be choosing one of the following cases for their final product: <ul style="list-style-type: none"> <li>○ Engel V. Vitale</li> <li>○ McCreary County V. ACLU of Kentucky</li> <li>○ Lynch V. Donnelly</li> <li>○ Mapp V. Ohio</li> <li>○ N.J. V. T.L.O.</li> <li>○ Miranda V. Arizona</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Gideon V. Wainwright</li> <li>○ Roe V. Wade</li> </ul>
Hook or Introduction	<ul style="list-style-type: none"> <li>● Students will be told that they will be choosing one of seven court cases regarding Civil Liberties to research either on their own or collaboratively, but in doing so they need to use credible sources to do this research.</li> </ul>
Engagement in Learning	<ul style="list-style-type: none"> <li>● The students will complete a Quizizz lesson activity introducing them to the CRAAP method. There are questions built into the lesson and then a few more after to check for understanding when the notes/lesson portion is complete.             <ul style="list-style-type: none"> <li>○ The students will be completing this portion individually using their Chromebooks and <a href="https://quizizz.com">quizizz.com</a></li> </ul> </li> <li>● Next, students will be given a digital worksheet with a list of four websites to visit and will determine if they are credible sources or not. Students will complete this individually despite the fact that they can work with a partner on the final project. Each student is responsible for understanding credible sources. Students will have 10 minutes to explore the websites and answer the questions.</li> </ul>


	<ul style="list-style-type: none"> <li>● Lastly, we will go through each of the websites as a class and determine whether or not these are credible sources.</li> </ul>
Assessment & Reflection	<ul style="list-style-type: none"> <li>● In addition to some additional Quizizz questions at the end of the lesson students will go through the list of four websites to decide which sources are credible and which sources are less credible.</li> <li>● After students have answered these questions and gone through the credible sources activity it will allow me to determine if CRAAP needs to be revisited further before continuing.</li> <li>● I will ask students if they have any questions before closing out the lesson.</li> </ul>
Materials/Resources	<ul style="list-style-type: none"> <li>● Chromebook</li> <li>● Google Classroom</li> <li>● <a href="#">Quizizz Lesson with questions throughout and at the end</a> <ul style="list-style-type: none"> <li>○ <a href="#">Original Slides in quizizz lesson linked here</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">Practice Evaluating Websites Digital Worksheet</a></li> </ul>
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## Lesson #2

Grade Level, Collaborative Content Area	<ul style="list-style-type: none"> <li>● 12th grade collaborative lesson   Apr 14, 2022</li> <li>● VA &amp; US Government Buckingham County High School</li> <li>● Mr. Lawson   2nd Period   90 minute block   35 minute collaborative lesson</li> <li>● Guided Inquiry: Explore, Identify, &amp; Gather</li> </ul>
Content Objective	<ul style="list-style-type: none"> <li>● GOVT. 11c The student will apply social science skills to understand civil liberties and civil rights by explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation.</li> </ul>
AASL Competency  Library Objective	<ul style="list-style-type: none"> <li>● AASL Competencies <ul style="list-style-type: none"> <li>○ II.B.1 Seeing a variety of sources</li> <li>○ VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• The student will cite web sources using MLA format.</li> <li>• The student will choose two credible sources on their topic using the CRAAP method.</li> </ul>
Link to Background Knowledge	<ul style="list-style-type: none"> <li>• Students have also been learning about Civil Liberties in class and will be choosing one of the following cases for their final product: <ul style="list-style-type: none"> <li>○ Engel V. Vitale</li> <li>○ McCreary County V. ACLU of Kentucky</li> <li>○ Lynch V. Donnelly</li> <li>○ Mapp V. Ohio</li> <li>○ N.J. V. T.L.O.</li> <li>○ Miranda V. Arizona</li> <li>○ Gideon V. Wainwright</li> <li>○ Roe V. Wade</li> </ul> </li> <li>• Students practiced with the CRAAP method yesterday and today will be using that information to select resources for the case of their choice.</li> </ul>
Hook or Introduction	<ul style="list-style-type: none"> <li>• This lesson will start with citing sources. Students will watch a two minute  Citing Sources video.</li> </ul>

<p>Engagement in Learning</p> <p>(This should be enough detail so someone reading the plan could teach the lesson)</p>	<ul style="list-style-type: none"> <li>• After students have watched the YouTube video then they will do some citation practice on their own. Everyone will be going to the same website to practice citing a web source. Students will be given about five minutes or so to complete this activity and then we will review it as a class.</li> <li>• Next students will be choosing sources to complete their civil liberties/supreme court cases posters. Students must select at least two sources and are expected to create a MLA citation for each after they have selected it.</li> <li>• Students will be recording this information onto a digital worksheet so that they will be able to use/reference it while working on their poster tomorrow. This worksheet will also include a checklist for CRAAP so that students can be sure they are selecting quality sources.</li> <li>• Students will have the option to work collaboratively on this poster if they choose to, but each person will still be selecting two sources during this portion of the lesson.</li> </ul>

Assessment & Reflection	<ul style="list-style-type: none"> <li>● Using the sources and citation worksheet students should have an easier time selecting good resources to use for their posters.</li> <li>● During the source selection process the librarian will be circulating the room to ensure the students are completing the sheet and not having difficulties.</li> <li>● At the end of the class students will be submitting their sources and citations to be reviewed by the librarian before the next class period to ensure that students are ready to move on. <ul style="list-style-type: none"> <li>○ If there are students who need to fix or change something I will let them know at the start of the next lesson.</li> </ul> </li> </ul>
Materials/Resources	<ul style="list-style-type: none"> <li>● Chromebook</li> <li>● Google Classroom</li> <li>●  Citing Sources Youtube Video</li> <li>● <a href="#">Whole Class Citation Worksheet</a></li> </ul>

	<ul style="list-style-type: none"> <li>○ We will all use the site:   <a href="https://www.law.cornell.edu/wex/dred_scott_v_sandford_(1857)">https://www.law.cornell.edu/wex/dred_scott_v_sandford_(1857)</a></li> <li>● <a href="#">Source Evaluation &amp; Citation student worksheet</a></li> </ul>
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### Lesson #3

Grade Level, Collaborative Content Area	<ul style="list-style-type: none"> <li>● 12th grade collaborative lesson   Apr 15, 2022</li> <li>● VA &amp; US Government Buckingham County High School</li> <li>● Mr. Lawson   2nd Period   90 minute block   90 minute collaborative lesson</li> <li>● Guided Inquiry: Gather &amp; Create</li> </ul>
Content Objective	<ul style="list-style-type: none"> <li>● GOVT. 11c The student will apply social science skills to understand civil liberties and civil rights by explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation.</li> </ul>

<p>AASL Competency</p> <p>Library Objective</p>	<ul style="list-style-type: none"> <li>● AASL: <ul style="list-style-type: none"> <li>○ IV.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources.</li> </ul> </li> <li>● The student will create a supreme court case poster/one pager detailing their chosen supreme court case.</li> </ul>
<p>Link to Background Knowledge</p>	<ul style="list-style-type: none"> <li>● Students have also been learning about Civil Liberties in class and will be choosing one of the following cases for their final product: <ul style="list-style-type: none"> <li>○ Engel V. Vitale</li> <li>○ McCreary County V. ACLU of Kentucky</li> <li>○ Lynch V. Donnelly</li> <li>○ Mapp V. Ohio</li> <li>○ N.J. V. T.L.O.</li> <li>○ Miranda V. Arizona</li> <li>○ Gideon V. Wainwright</li> <li>○ Roe V. Wade</li> </ul> </li> <li>● Students practiced with the CRAAP method for selecting sources and creating MLA citations earlier in the week and</li> </ul>

	<p>will be using that information to put together their digital poster and give credit to their sources.</p>
Hook or Introduction	<p>The lesson will be introduced by going over a checklist with the students as to what their final poster should include and asking students if they have any questions</p>
<p>Engagement in Learning</p> <p>(This should be enough detail so someone reading the plan could teach the lesson)</p>	<ul style="list-style-type: none"> <li>• Students will have the entire 90 minute class period after the checklist has been gone over to create their civil liberties poster.</li> <li>• Students may work in collaborative groups of two if they chose to or they may work alone.</li> <li>• The teacher and myself will be available to assist students with any questions or concerns that they may have while working on their posters.</li> </ul>
Assessment & Reflection	<ul style="list-style-type: none"> <li>• Students will have a checklist to guide them while they are working on their poster.</li> <li>• Students may need additional time on this and if so will be given more time by the classroom teacher next week to</li> </ul>

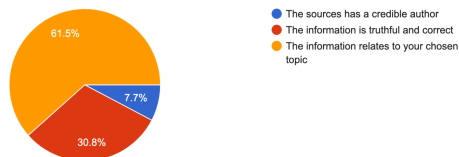
	<p>finish up and make sure that they are happy with their final product and to complete the last two steps of the guided inquiry process.</p> <ul style="list-style-type: none"> <li>• Students will also be given the posttest</li> </ul>
Materials/Resources	<ul style="list-style-type: none"> <li>• Chromebook</li> <li>• Google Classroom</li> <li>• <a href="#">Civil Liberties One Pager/ Poster Checklist</a></li> </ul>

### Part III Results and Reflection:

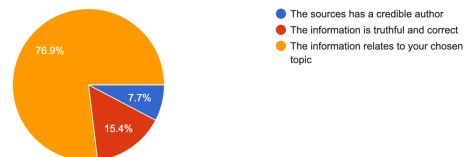
#### Results

Students overall did very well on the pretest. There were two questions that students did better on and one question that students actually did worse on. The first question that students did better on was what does it mean if a source is relevant, 76.9% of students got it right on the posttest as compared to the pretest.

What does it mean if a source is relevant?  
13 responses

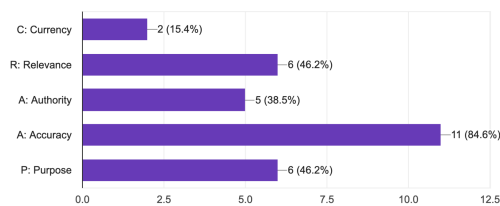


What does it mean if a source is relevant?  
13 responses

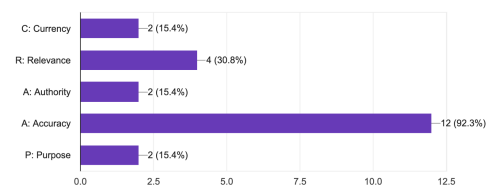


The next question that students did better on was “which part of the CRAAP test helps us understand if a source is reliable and correct?” On the posttest one more student answered this question correctly.

Which part of the CRAAP test helps us understand if a source is reliable and correct?  
13 responses



Which part of the CRAAP test helps us understand if a source is reliable and correct?  
13 responses

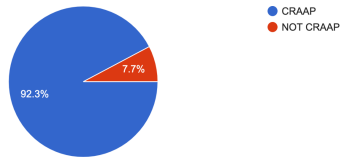


However, there was one question that students did worse on, “the website has advertisements and broken links that do not work when you click on them” CRAAP or NOT CRAPP and on the posttest 84.6% percent of students answered this questions correctly as opposed to 92.3% of

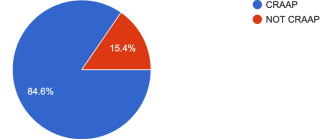


students on the pretest. I am honestly a little surprised that this happened, especially with that particular question.

The website has advertisements and broken links that do not work when you click on them.  
13 responses



The website has advertisements and broken links that do not work when you click on them.  
13 responses



There was also a question on the pre and post test regarding the purpose of the CRAAP test and on the pretest many students answered that they did not know why. However, on the posttest, no students said that they did not know. Instead, many answered with something in regards to seeing if a source is reliable. Lastly, on the posttest I asked students if anything was hard or confusing to which every student unanimously answered “no.” I likely could have better worded this last question instead asking students “what went well,” or something along those lines.

## **Reflection**

While I feel that overall this lesson went well, I also know that there is always room for improvement. Truthfully even though I am a current history teacher and aspiring librarian I was very nervous going into this. One of my biggest weaknesses when I am nervous is that I rush through things and speak faster than I should. Not only this, but I underestimated just how much time I would need on the second day. However, this is also an issue I run into day to day in my classroom, I often overplan or underplan. I certainly feel that I could have better clarified aspects of this lesson particularly on day two. As aforementioned, I underestimated just how much time students would need to find two scholarly sources on Google and create MLA citations for them. I think that this was a great activity that really allowed students to dive deeper into exploring sources, but students simply needed more time. I was trying my best not to infringe on Mr. Lawson's time and therefore tried to get everything done within a set amount of time.

Meeting and planning with another teacher who does not have the same planning as you also provides a huge challenge. Luckily for me, Mr. Lawson was super flexible and accommodating when it came to me collaborating with him and was willing to fit me in whenever.

As I know from experience, teachers are busy people and therefore can sometimes be hard to collaborate, co-teach, and co-design with. However, when I am on the schedule of a librarian, I feel that I will have a little more flexibility to cater toward the teacher and their schedule. The article: Collaboration It's a Gamble on a Fixed Schedule by Rowe, provides some insight as to how collaborative planning can be made easier (Rowe, 2007). The advice given about being visible and helpful sounds as though it would be better than just waiting for teachers to come to you. While many secondary librarians are not on a fixed schedule, I know that next

year I will be on a semi fixed schedule with ELA classes that I create, but as Rowe mentions I would also have planning and project blocks available (Rowe, 2007).

After this experience I am hopeful that collaboration will get much easier and better with time. I am sure that each lesson will present its own challenges, but the more it is done the smoother it will be. The article, Focus on Collaboration: How understanding the nature of trust can help address the standards by Rino makes some great points on collaboration. I think the quote, “students are much more likely to engage in discussion and try new things if they trust the librarian to look out for them and their interest,” is true (Rino, 2018, pg. 46). One aspect in particular that worries me a little is student engagement and participation. Seeing that most secondary librarians see all students and not just the same eighty or so like a classroom teacher raises some concerns that students will not want to participate and volunteer to answer. Luckily I had a great group of students and did not run into that problem with this government class or seniors. However, as Rowe mentions, “Communicating, determining who knows what, and being careful about commitments are skills to help foster trust between colleagues, but they apply to students as well” (Rino, 2018, pg. 47). I certainly know that this will be at the forefront of me establishing my role as a librarian next school year, making sure that I am being collaborative across the board with not only other teachers, but students as well.

If given the opportunity to replicate this lesson at the same high school level, I would slow down. I know that most seniors have been introduced to CRAAP and MLA citations prior to their senior year, but some of them may need a refresher on these concepts. I would also make the student activities a little better, they worked just fine for this lesson, but like with other lessons I have done I would make small changes to make them more student friendly. Also, I would like to be sure that students are really understanding the material before moving on to the

next step in the lesson. I feel as though if this lesson was reworked and I slowed down there is a good chance students would do better on all the posttest questions.

Overall, the students were great for second semester seniors who are thirty days away from their last day of school. I was worried that there would be absolutely no participation and complaints from the students, but truthfully there were none. The students did well on the pretest proving that they had some background knowledge of the CRAAP method and what makes a good source and what does not. With that being said the students did better on the posttest aside from one question and were able to provide me with some feedback, if anything was hard or confusing over the past three lessons to which everyone said no.

#### **Part IV: Additional Submission Criteria**

##### **Meeting/Planning Log**

Meeting with Mr. Lawson to plan this unit was a bit of a challenge, we are both currently high school history teachers with different planning periods. He is also the baseball coach this spring and has very little time outside of the first few minutes of class to talk. In the weeks leading up to the three lessons I met with Lawson three times in person, very briefly at the beginning of second period, maybe for 10 minutes or so to find out which SOLs were being taught the week we decided to collaborate. I also communicated with him via email several times to send him the resources to assign to students for the lessons. He was also able to email me the notes for the lesson and his pacing guide before I began to plan the lessons, so I would have an idea of the SOLs being taught and exactly what was in the notes for the students. As I said before, he was very flexible in what he did and did not want this lesson to happen for this lesson which allowed me to have freedom when planning this collaboration unit. Overall, the biggest

barrier was simply mismatched planning periods and little room for collaboration outside of that time for each of us.

Aside from collaborating with Mr. Lawson, I also went to my school librarian Mrs. Carter several times throughout the planning process. She was super helpful and gave me some ideas of what would and would not work well for this particular group.

[Recording Link](#)

### References:

- Rinio, D. (2018). Focus on Collaboration: How understanding the nature of trust can help address the standards. Knowledge Quest, 46(3), 44–49. Nature of trust.pdf
- Rowe, G. S. (2007). Collaboration: It's a gamble on a fixed schedule. Knowledge Quest, 35(4), 44-46. collaboration\_fixedschedule.pdf