

Module 6

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LIBS 676: Library Media Services and the Curriculum

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Part I: Narrative Overview

Learners

Knowledge of Learners:

Princess Anne Middle School is a school in Virginia Beach, Virginia. Virginia Beach has a population of approximately 450,000 people according to the 2019 Census data. It is considered the most populated city in Virginia. Furthermore, about 66% of the population reported identifies as white, 19% as black, 8% as hispanic and 7% as Asian.

While comparing the city of Virginia Beach and the population of Princess Anne Middle, it looks very similar. The school accommodates students grades 6th through 8th. Out of the 1,293 students enrolled, about 79% of the children at Princess Anne identify as white, 4% as black, 7% as hispanic, 3% as Asian and 6% as multiple races. 13% of the students are eligible for free and reduced lunch according to the Virginia Department of Education's School Quality Profile, which is consistent with the city's statistics on poverty. 11% of the students at Princess Anne Middle are students with disabilities. According to the Quality Profile, the school consistently outperforms both the state and the division in all performance indicators. There are 461 students enrolled in 7th grade at PAMS.

Lyndsay Hamby is my cooperating teacher for this unit. She teaches 7th grade Social Studies: US History 1865 to Present. She has 32 students in her class. 22 students are girls and 10 students are boys. She has one student with an IEP for written expression and extended time. She has 2 students with 504 plans for clarifying directions, frequent bathroom breaks, extra time, small group for testing, chunking assignments and verbal prompts. Ms. Hamby states that her class loves to participate and ask questions. She says that the majority of her students are on or above grade

level. She states that about 5 students have issues with time management and may need extended time.

Accommodations:

Mrs. Hamby's class will require a few accommodations. For her student with the IEP for written expression, a talk to text feature will be available for notetaking and the final product. Scribing notes will also be available for that student if needed.

For the students with 504s, all accommodations will be provided as needed. Each lesson will include chunking directions and extended time will be offered to those students struggling to complete work on time.

Students who are working below reading level will be able to access the kids version of World Book online and students who are reading above grade level can work with the advanced level. However, all versions of World Book will be available for all students. Also, both World Book and Gale have read aloud options for the articles.

Instructional Preparation

Unit Title: Famous Americans in the Roaring 20s

Brief Description:

This lesson will address the effect that famous Americans had on society in the Roaring 20s while using technology to gain knowledge, organize their findings and cite secondary sources correctly in a final product.

Instructional Methodology and Inquiry Model Description:

During the unit the students will be analyzing information, organizing information, citing secondary sources and creating a product. The unit will involve whole group lessons, guided tasks and independent tasks. Small group instruction will be available as needed.

The unit will consist of lessons from the Big 6 Inquiry Model. Lesson 1 taught by the LMS will focus on the Task Definition. Lesson 2 will cover Information Seeking. Lesson 3 will combine step 3 and 4: Location & Access and Use of Information. Lesson 4 will focus on Synthesis and creating the product. The LMS will teach Lesson 5 and conclude the unit to focus on Step 6, which is Evaluation.

Primary Goal and Objective:

I am integrating a US History SOL with two research SOLs for this unit. The students will understand the effect that their chosen famous American had on the Roaring 20s as well as how to use technology and cite sources to produce a research product.

US II.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century

ELA 7.9 The student will apply knowledge of appropriate reference materials to produce a research product.

c) Use technology as a tool to research, organize, evaluate, and communicate information.

d) Cite secondary sources.

AASL Competencies:

AASL I.D.1 Learners participate in an ongoing inquiry-based process by continually seeking knowledge.

AASL IV.B.4 Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.

Time:

The Unit will be conducted over 5 separate days with 30-40 minute lessons each. The Library Media Specialist and the co-teacher will be responsible for the first and last lesson of this unit.

Part II: Instructional Delivery and Assessment

[PreTest](#)-March 14th, 2022

Grade Level, Collaborative Content Area	Grade 7-US History 1895-Present Sarah Orebaugh, Lyndsay Hamby, Laura Foster Lesson 1-March 18, 2022 Inquiry Model-Big 6, Step 2 30 minutes
Content Objective	USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century ELA 7.9 The student will apply knowledge of appropriate reference materials to produce a research product. c) Use technology as a tool to research, organize, evaluate, and communicate information.

AASL Competency	AASL I.D.1 Learners participate in an ongoing inquiry-based process by continually seeking knowledge.
Library Objective	The students will analyze selected information sources.
Link to Background Knowledge	<p>First link to background knowledge: PreTest will be given to gain knowledge of where students are.</p> <p>Second link to background knowledge: Students will gain knowledge about plagiarism, citing sources, sources and format.</p> <p>Third link to background knowledge: Mrs. Foster, the LMS, will teach Step 1 of Inquiry Process-Task Definition: Students will be shown photographs of Babe Ruth, Al Capone, Charlie Chaplin, Bessie Smith, Louis Armstrong and Duke Ellington. They will be asked to choose one to do a Think, See, Wonder chart for. This will be the person they choose to do their inquiry project on.</p>
Hook or Introduction	<p>Librarian will remind students about their Inquiry Project that they started. What person did you choose? What questions do you have?</p> <p>Why is it important to cite sources? What is plagiarism?</p> <p>Today we are going to explore some of the resources that we will use to gain information about your person of interest.</p>

Engagement in Learning

Whole Group:

The librarian will begin the inquiry lesson by identifying sources and reviewing how to access information from ClassLink.

The librarian will create a specific list of resources for student use, including World Book Student for background knowledge and Gale in Context Middle School and/or Gale-Cengage Learning for note taking.

Librarian will model how to search for famous Americans from the Roaring 20s using Josephine Baker as a model.

Independent Work:

Students will explore resources looking for information about their famous American.

Differentiation for diverse learners:

Students have the option to work in pairs to access information.

Students may work in small groups with librarian to access information.

Students excelling in this skill can peer tutor struggling students.

World Book has various levels of search engines: Kids for struggling readers, Student for on target readers and Advanced for advanced readers.

World Book has read aloud options.

World Book is able to translate articles to various languages including Spanish for ESL students.

Assessment & Reflection	<p>Exit Ticket: Students will complete Exit Ticket at the culmination of the lesson to ensure the understanding of the resources and how they can be used to gain information.</p> <p>After reading completed Exit Tickets, the librarian will follow up with students who are unsure of their resources and how to use them and conduct a small group mini lesson on accessing resources to gain information on their specific famous American.</p>
Materials/Resources	<p>Chromebook ClassLink Reference Database: WorldBook Student, Gale in Context Middle School, Gale Cengage for Learners</p>

Grade Level, Collaborative Content Area	<p>Grade 7-US History 1895-Present</p> <p>Sarah Orebaugh, Lyndsay Hamby, Laura Foster</p> <p>Lesson 2-March 24, 2022</p> <p>Inquiry Model-Big 6, Step 3 and 4</p> <p>40 minutes</p>
Content Objective	<p>USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century</p> <p>ELA 7.9 The student will apply knowledge of appropriate reference materials to produce a research product.</p> <p>c) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>d) Cite secondary sources.</p>

Engagement in Learning

Whole Group:

Librarian will remind the students of how she modeled finding pertinent information in ClassLink.

The librarian will model how to use the information gained from reading to take notes in the graphic organizer.

As librarian models, she will model using “caveman language” to take notes.

Librarian will model using short, concise language for important information.

Librarian will model using citations from both sources.

Independent Work:

Using a note-taking organizer: [Famous American Research](#), students will find and organize information gained from sources.

Students will use “caveman” language in note taking and cite from sources.

Librarian will allow students to work in small groups, if needed, and monitor their progress.

Differentiation for diverse learners:

WorldBook and both Gale databases have read aloud options for all articles.

Spanish version available for ESL learners.

Talk to text is available on the Chromebook for scribing notes on the graphic organizer, if needed. (digital copy available)

Small groups will be provided for guided note taking with teacher/librarian based on student needs.

Extended time will be offered to students who need it.

Assessment & Reflection	<p>Exit Ticket:</p> <p>Students will highlight areas in graphic organizer that they are struggling to locate pertinent information. Students will highlight citations that they are struggling to locate or complete correctly.</p> <p>Librarian will collect notes to ensure all students are understanding the task. Students who have highlighted areas will be allowed to work in small group lesson to work on areas of improvement before beginning their final product in the next lesson.</p>
Materials/Resources	<p>Chromebook</p> <p>ClassLink Reference Database: WorldBook Student, Gale in Context Middle School, Gale Cengage</p> <p>Famous American Research</p>

Grade Level, Collaborative Content Area	<p>Grade 7-US History 1895-Present</p> <p>Sarah Orebaugh, Lyndsay Hamby, Laura Foster</p> <p>Lesson 3-March 30, 2022</p> <p>Inquiry Model-Big 6, Step 5</p> <p>40 minutes</p>
Content Objective	<p>USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century</p> <p>ELA 7.9 The student will apply knowledge of appropriate reference materials to produce a research product.</p> <p>c) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>d) Cite secondary sources.</p>

Engagement in Learning

Whole Group:

Librarian will model taking information gained on graphic organizer to use in a final presentation. Librarian will explain that students can choose how they will present their information: Google Slide, Google Doc, written paper or poster.

Librarian will model taking information from the graphic organizer to put into [Google Slide](#).

Librarian will model citing sources in the final presentation.

Independent Work:

Students will choose the way that they will present the information. Students have access to Google Docs, paper, Google Slides or a poster to present their project.

Students will begin working on their final presentation independently.

Librarian will circulate and work in small groups to help learners with projects.

Differentiation for diverse learners:

Students may choose to use the voice recording feature instead of typing into Google Docs or Slides.

Students may work in pairs or small groups as needed.

Students may work closely in a small group with the librarian or co-teacher.

Extended time will be offered to students who need it.

Assessment & Reflection	<p>Students will use Self Reflection to reflect on the process and the challenges that they faced.</p> <p><i>Differentiation for diverse learners:</i></p> <p>Students may orally reflect on their process to the librarian.</p> <p>Next Steps:</p> <p>Students will continue Step 6 of the Inquiry Process with Laura Foster, LMS. Students will complete projects, share with peers and complete PostTest to ensure understanding and growth.</p> <p>At the culmination of the Unit, the following rubric will be used to grade the final product. Students will grade themselves as well as Mrs. Hamby.</p> <p>Remediation will be offered in small group library lessons to students who are continuing to struggle with concepts taught in this lesson.</p>
Materials/Resources	<p>Chromebook ClassLink Reference Database: WorldBook Student, Gale in Context Middle School Poster Board Google Slides Template Self Reflection Rubric</p>

[PostTest](#) - March 31st, 2022

Part III: Results and Reflection

Results:

Lesson Data



As the data shows from the above charts, all students made significant progress from pretest to posttest. The largest knowledge acquisition came from the 504 and IEP subgroup, going from a 54% average on the pretest to an 80% average on the posttest. Boys made the smallest gains of the subgroups starting with a 68% and ending with an 86% average. The girls remained the highest subgroup and gained a 21% average score from pre to posttest. However, all groups made excellent gains and each ended with average scores of 80% or above.

Mrs. Foster and I examined the data and determined that the biggest misconceptions from the pretest were that of proper note taking and knowledge of best sources. Therefore, we decided to emphasize both of those items in the lessons.

Reflection:

Overall, this collaboration was a wonderful experience. After the initial debacle of being paired with a math teacher, once I was settled with Laura Foster, the LMS at Princess Anne Middle School, the process was seamless. She was warm, inviting, and very excited to help. Together we approached Lyndsay Hamby, the US History teacher, about teaching a unit and we began working right away. Mrs. Hamby expressed that she was behind in teaching research to her class and that she would love the additional help. She mentioned that they had just finished learning about the roaring 20s and that doing research on a famous American from that era would be a great fit for her class. We were mutually pleased that this inquiry unit would work so nicely in her classroom.

The Elementary Librarian states that “librarians and teachers should work together to develop lessons and assignments for students” (2022). Therefore, Mrs. Hamby, Mrs. Foster and myself had a collaboration session for 45 minutes to develop a solid outline of our plan. Mrs. Foster agreed that using the Big 6 inquiry model would be best for 7th graders. The three of us worked together effectively and created the beginnings of a plan that met the needs of the students. “Good communication involves a complex set of skills that can result in the development of mutual understanding through the processes of listening effectively, explaining one’s ideas, and negotiating new and shared meanings” (AASL, 2018, p. 86).

Through email and text messages, I remained in contact with both Mrs. Foster and Mrs. Hamby about the development of my lesson plans. I researched the Big 6 inquiry model and ensured that I was tailoring the lessons to fit the needs of the students. I created the pre-test and was able to give it to the students right away. This knowledge helped me to fully develop my plan. The pretest showed that the students had

background knowledge about plagiarism and citing, but needed more reinforcement about the proper way to take notes and also the best sources to use for their project. I then developed exit tickets, graphic organizers and a presentation to complete the lessons that would best help the students in their quest for knowledge. “By providing access to an array of well-managed resources, school librarians enable academic knowledge to be linked to deeper, personalized learning” (AASL, 2018, pg. 11).

Personally, I was very nervous about teaching middle school students. Being an elementary school teacher for 19 years had not prepared me for the anxiety I felt when I first entered the school building. However, Mrs. Foster and Mrs. Hamby put me at ease right away. The students were also very inviting, participated in all of the activities and were very receptive to my teaching the unit. After the initial lesson, my fears were quelled and I was excited to return to complete the unit.

I think there were many strengths to the lessons in the unit. There were several opportunities to differentiate learning and the students were receptive to the different ways in which they were able to go about the project. Students expressed their eagerness to complete the project and were engaged the entire time. I think that if I were to do this unit again, I would include primary sources. I felt that because of the time constraints of the block period and the 10 hours of practicum, I would not have time to access and allow the students to use books. However, after working with this class I can see that they would have been able to handle using primary sources as well as secondary sources. Also, I was thankful that our flexible schedule allowed for the students to work on their projects for more time than I originally allotted. Many students took advantage of this opportunity and worked beyond the original time given.

Although the class was a high achieving class from the beginning, as evident from the pretest scores, it was clear that progress was made and the unit was a success. The

final products and posttest shows that knowledge was gained and that the inquiry project was implemented effectively. “Test scores were directly impacted in relationship to the degree to which library media specialists and classroom teachers worked together” (Marcoux, 2007). Because I hope to work in an elementary school, I will use this experience and the knowledge gained to successfully implement the Big 6 inquiry model with younger students that I teach.

References

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