AASL Standards for the 21st-Century Learner In Action Lesson Plan

Grade: 4, inclusion classroom

Library Context:
- Fixed
- Flexible
- Combination
- Individualized instruction
- Stand-alone lesson
- Lesson in a unit
- Multiple lessons in a unit

Collaboration Continuum:
- None
- Limited
- Moderate
- Intensive

Content Topic: The historical event that inspired Alaska’s Iditarod, the interdependent roles and contributions of key people and dogs in the event, and why the event is commemorated.

AASL Standards for the 21st-Century Learner Goals

Standard: (1) Inquire, think critically, and gain knowledge.

Skills Indicator(s):
- 1.1.6: Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.

Benchmark(s):
- Use various note-taking strategies (e.g., outlining, questioning the text, highlighting, graphic organizers).
- Paraphrase or summarize information.

Skills Indicator(s):
- 1.19: Collaborate with others to broaden and deepen understanding.

Benchmark(s):
- Contribute to project teams in producing original works or solve problems.

Dispositions in Action Indicator(s):
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.
Responsibilities Indicator(s):
   1.3.4 Contribute to the exchange of ideas within the learning community.

Self-Assessment Strategies Indicator(s):
   1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
   1.4.4 Seek appropriate help when it is needed.

Scenario:
The SLMS consulted fourth grade reading teachers about extending students’ understanding of a fictional story in the Houghton Mifflin reading textbook. Using library resources, students will practice research skills to discover the story’s historical background. The story, *Akiak*, by Robert Blake, is about one dog’s run on the Iditarod race trail in Alaska. The textbook provides some Iditarod facts, maps, and photos but no information about its origins. Over the course of four library sessions, students will work in small groups to discover why the race occurs, what it commemorates, and the roles of the people and dogs that were involved.

The SLMS will introduce the subject with a reading of *Akiak* and *The Great Serum Race: Blazing the Iditarod Trail*, a non-fiction picture book by Debbie S. Miller. The SLMS will provide a list of topics and questions related to the origin of the Iditarod. Each group of students will select a different topic. Accessing pre-selected online and print sources provided by the SLMS, students will gather information, take notes, and summarize or paraphrase their findings. Students may use organizers or other note-taking tools and tips provided by the SLMS. Students will also download, copy, or bookmark at least one image (map, photo, illustration, chart, or video clip) relevant to their selected topic. Students will orally present their findings to the class.

In addition to integrating with fourth grade reading content, the lesson builds on prior knowledge from a third grade social studies unit about communities. The unit focused on interdependence, a theme that resonates with the content of the Iditarod lesson.

Connection to Local or State Standards:

Maryland Voluntary State Curriculum, Reading Grade 4
Standard 2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.
   Indicator 4. Determine important ideas and messages in informational texts
   Objective d. Summarize or paraphrase
   Objective g. Draw conclusions and inferences and make generalizations and predictions from text

Standard 4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.
   Indicator 7. Locate, retrieve, and use information from various sources to accomplish a purpose
Objective b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic
Objective c. Use note taking, organizational strategies, and simple documentation of information to record and organize information
Objective d. Use information to fulfill a given purpose

Standard 7.0 Speaking: Student will communicate effectively in a variety of situations with different audiences, purposes, and formats.
   Indicator 2. Make oral presentations
   Objective d. Plan and deliver effective oral presentations

Maryland Technology Literacy Standards for Students, Grade 4
Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration
   C. Increase Productivity
      1. Use and explain how technology tools increase productivity
   Objective f. Use various electronic information retrieval sources to obtain information on a topic

Standard 5.0 – Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information.
   A. Locate, Evaluate, and Gather Information
      1. Use and evaluate information resources available through technology, independently or with assistance
         a) Select relevant information from appropriate technology resources

OVERVIEW: Fourth graders have prior knowledge of the Iditarod race from a fiction story in their reading textbook. Working in small groups, students will select a topic related to the Iditarod from choices provided by the SLMS. Student groups will use electronic and print resources to research the topic, summarize or paraphrase their findings, and give an oral presentation to classmates. Students will use reading and information literacy skills to build knowledge of a historical event, why it is commemorated, and how cooperation solved a community’s problem.

FINAL PRODUCT: Each group of students will take notes about their specific Iditarod topic from any information resource they use during the assignment. Students may use graphic organizers or other tools provided by the SLMS to take notes and record information. Students will summarize or paraphrase their research notes. Students will also locate, download, or copy at least one photograph, map, or other relevant visual image that depicts the topic of their Iditarod research. As a final product, each group of students will orally present its findings and visual image(s) to the class and answer questions from classmates.

LIBRARY LESSON(s):
   In the first session, students will learn about the overall lesson content, assignment, and expectations. Students will listen to two picture books that introduce the topic, *Akiak* by Robert Blake and *The Great Serum Race: Blazing the Iditarod Trail* by Debbie S. Miller. The SLMS
will lead a class discussion to review the subject and assess prior knowledge. The SLMS will review how to use informational print resources and access pre-selected Internet sites for the assignment.

In the second session, the SLMS will model a search process and ways to take notes. With SLMS guidance as needed, student groups will begin their research.

In the third session, students will finish their research, summarize their findings, and download, copy, or bookmark relevant images to display during their presentation. The SLMS will model an oral presentation.

In the fourth session, students will present their findings and images to classmates. Students will answer questions from the class.

Sample topics/guiding questions include:

1. What is diphtheria? How does someone get diphtheria? Was it a common disease in 1925 in Alaska? Is it a common disease now?

2. Create a timeline of events leading up to the delivery of serum to Nome, Alaska.

3. Where is Nome, Alaska? Why was it difficult to get medicine delivered? What types of transportation were available in 1925? What types of transportation are available now? Are sled dogs still used in Nome?

4. Is serum a kind of medicine? Why was the delivery of serum called “The Great Race of Mercy?” What are other names you would consider using for the delivery? Why were the dog teams and mushers considered “lifesavers?”

5. How many dog teams and mushers cooperated to deliver the medicine? List some of them. In which towns and villages did teams switch off along the trail? How far did each team travel?

6. Some of the sled dogs became famous after the medicine was delivered. Name at least one dog that became famous. Why were people interested in the dog’s accomplishment? What are some adjectives you would use to describe any of the dogs? Are there statues or monuments to any of the dogs?

7. Who took care of the sled dogs? Describe how the sled dogs were treated. Give examples and details.

8. Describe the terrain along the trail. Describe the weather conditions on the trail in January 1925. How did the conditions affect the delivery of medicine?

9. The delivery of medicine required the cooperation of many people in Alaska. Find out about two of them, such as Governor Scott C. Bone, Dr. Curtis Welch, or a musher.
What was their specific role? Was it necessary for people to cooperate to solve the diphtheria problem? Why?

**Estimated Lesson Time:** Four 30-minute sessions. Fourth graders attend library as a weekly special with their homeroom class. Library periods run 50 minutes, but work sessions will last 30 minutes each to leave time for book exchange.

**Assessment:**

**Product:** The SLMS will conduct formative assessments each week during library period. Students will be informally assessed on participation, how well they work with their group, whether they pursue information from more than one source, and whether they take notes and cite sources. For the summative assessment, the SLMS will use a rubric to evaluate students’ notes and summaries, the content of their oral presentation to the class, and whether they found at least one relevant visual image (photograph, map, video) related to their Iditarod topic.

**Process:** The resources needed to complete the assignment exist in the school library media center. The SLMS will circulate among student groups while they work. By guiding students during their weekly library sessions, answering questions, and troubleshooting, the SLMS can assess student progress and participation, provide feedback, and make modifications to the assignment as needed.

**Student Self-Questioning:** Students should ask questions that include:
- Does the information I found help me answer the question or address the topic I have?
- Do my research notes accurately reflect the information I found?
- Did I use another resource if I couldn’t find information in the first resource I used?
- Did I verify the accuracy of my information by confirming it with another source?
- Did I determine if the author is an authority on the topic? How could I tell?
- Did the author provide a list of sources for the information?
- Did I find at least one visual image? Does it reflect my topic? Is it relevant to my topic?
- Do I have enough information to provide a complete response?
- Have I cooperated with the people in my group?
- Do I understand the information to be able to talk about it to classmates?
- Did I cite the sources I used?
- Did I ask for help when I needed it?

**Instructional Plan:**

**Resources Students Will Use:**
- Online subscription database(s)
- ● Websites
- ● Books
- ● Reference
- Nonprint
- Periodicals/newspapers
- ● Other (graphic organizers, note-taking templates/worksheets)

**Instruction/Activities:**
• **Direct Instruction:** To introduce the lesson, the SLMS reads two picture books (one fiction, one non-fiction) about the Iditarod race. The SLMS also: leads group discussion about the content of the books to confirm student comprehension and to assess prior knowledge; explains the assignment; introduces pre-selected online and print resources for research; demonstrates online and print information searches; models note-taking; and gives a sample presentation. The SLMS asks questions to confirm student understanding of the assignment.

• **Modeling and Guided Practice:** The SLMS demonstrates how to use the online and print resources, including thinking aloud to show how to evaluate relevance, usefulness, and accuracy of information. The SLMS models the process of completing the assignment: note-taking and image finding, summarizing notes, citing sources, and orally presenting findings. The SLMS selects students to role-play researchers who are cooperating in a library.

• **Independent Practice:** Students work in small groups to access and use pre-selected online and print resources to locate images, gather information, and generate notes. Students summarize their group findings and present them to classmates.

• **Sharing and Reflecting:** Student groups orally present their findings to classmates and display at least one visual image related to their Iditarod topic. Students answer questions from classmates about their findings. Students explain any problems their group encountered during the assignment and how they solved the problem.