Teacher(s): Julie Papperman and Dana Lindberg   **Unit**: Colonial Life in Maryland

Grade Level: 4   **Plan Date**: 1/8/19   **Time Frame**: 10 Days

Unit Overview and Description:
This inquiry unit studies the lives of the colonists across Maryland. Students will work with a partner to research two different regions colonists settled including Western Maryland, Southern Maryland, the Eastern Shore, Annapolis, and Baltimore. They will compare the lives of the colonists in their chosen areas and determine how the geography affected colonists' lives. The classroom teacher and librarian will provide guidance during the research process following The Big6 inquiry model.

Culminating Learning Product:
Students will work in partners to make two profiles of colonists that are each living in a different area in Maryland using a tool of their choice, which will be Glogster or Wixie.

AASL Standard(s)	Content Standards:
Shared Foundation(s) and Key Commitment(s): I. Inquire – Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems II. Include - Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. III. Collaborate – Work effectively with others to broaden perspectives and work toward a common goal. IV. Curate – Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. V. Explore – Discover and innovate a growth mindset developed through experience and reflection. VI. Engage – Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. **Domain(s):** A. Think B. Create C. Share D. Grow **Competencies:** I.A.1. Formulating questions about a personal interest or curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning I.B.1. Using evidence to investigate questions.	**Social Studies** **Standard 3.0 Geography** C.1.a – Explain how geographic characteristics influenced settlement patterns in Maryland and the United States. B.1.c – Describe how geographic characteristics of a place or region change over time and affect the way people live and work **Standard 4.0 Economics** B.1.b – Give examples of the kinds of goods and services produced in Maryland during different historical periods. **Standard 5.0 History** A.1.b – compare the development of places and regions, such as St. Mary's City, Western Maryland, Kent Island, and Annapolis. **Common Core Writing** CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources: take notes and categorize information and provide a list of

I.B.3. Generating products that illustrate learning.	sources.
I.C.2. Providing constructive feedback.	CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or information texts to support analysis, reflection, and research.
I.C.3. Acting on feedback to improve.	
I.C.4. Sharing products with an authentic audience.	**Common Core Reading**
I.D.1. Continually seeking knowledge.	CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
I.D.2. Engaging in sustained inquiry.	
II.A.2. Adopting a discerning stance toward pints of view and opinions expressed in information resources and learning products.	CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, technical text, including what happened and why, based on specific information in the text.
II.B.1. Interacting with learners who reflect a range of perspectives.	CCSS.ELA-LITERACY.RI.4.9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
II.D.2. Demonstrating interest in other perspectives during learning activities.	
III.A.2. Developing new understandings through engagement in a learning group.	
III.C.1. Soliciting and responding to feedback from others.	
IV. A.1. Determining the need to gather information.	
IV.A.2. Identifying possible sources of information.	
IV.A.3. Making critical choices about information sources to use.	
IV.B.1. Seeking a variety of sources.	
IV.B.4. Organizing information by priority, topic, or other systematic scheme.	
V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.	
V.A.3. Engaging in inquiry-based processes for personal growth.	
V.C.1. Expressing curiosity about a topic of personal or curricular relevance.	
V.D.3. Open-mindedly accepting feedback for positive and constructive growth.	
VI.A.1. Responsibly applying information, technology, and media to learning.	
VI.A.2. Understanding the ethical use of information, technology, and media.	

VI.B.1. Ethically using and reproducing others' work.	
VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.	
VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.	
VI.D.1. Personalizing their use of information and information technologies.	

Maryland Library Media Standards

1.0 A. 1. C. With guidance, follow the inquiry process used in the school for an assigned information need.
1.0 B. 1. A. Identify an assigned information need.
2.0 A. 1. A. With guidance, explore and identify human, print, online, and multimedia resources.
2.0 A. 1. B. With guidance, decide which resources best match an identified information need.
3.0 A. 2. B. Confirm that the information found within a specific source matches the information need.

3.0 C. 1. A.E. Avoid plagiarism by correctly recording information word for word and keeping track of the source.
3.0 C. 1. A. F. Use technology to record and organize data/information.
3.0 C. 2. A. Explain the purpose of giving credit to sources of information.
3.0 C. 2. C. Create a source list using an accepted citation style.
4.0 A. 1. D. Check recorded information to ensure the information product will contain data/information from multiple sources.
4.0 B. 1. A. With guidance, synthesize the recorded data/information from multiple sources.
5.0 A. 1. A. With guidance, organize and display findings/conclusions in a variety of formats, including the use of technology.
5.0 B. 1. A. With guidance, create and apply criteria for evaluating the information product.
5.0 B. 1. D. Respond to a directed reflection on the inquiry process and how to use it more effectively and efficiently.

Howard County follows AASL National School Library Standards for Learners, School Librarians, and School Libraries.

Objectives/Learning Outcomes: (Be sure you write SMART Objectives – Specific, Measurable, Achievable, Relevant, and in an identified Time	**Essential Questions (1-3):** How did colonists live across Maryland?

Frame) By the end of the ten instructional days, students will be able to: • Explain how a region's geography affected the way people settled in areas of Maryland. • Explain how the geography of a region affected the way people lived in colonial Maryland. • Identify goods and services people provided in different areas of Maryland during the colonial period. • Compare people's lives and settlements of different regions in colonial Maryland. • Create a product demonstrating new knowledge. • Use The Big6 inquiry model to learn information about colonists in Maryland	How did the physical environment influence the lives and work of colonists? What role does the inquiry process play in my learning?
Teacher will: Give pre-assessment. Complete K and W of KWL. Explain inquiry project to students. Explain how to take notes from sources. Have students work on project in class. Give formative assessments. Make a rubric with students for project. Get feedback on rubric from librarian. Give survey for students to reflect on research. Grade students' final product with librarian.	**Librarian will:** Help upload pre-assessment into Formative. Gather resources needed for project such as books, websites, and articles. Create a pathfinder for students that includes different levels of text. Make screencasts for using databases and Glogster. Explain The Big6 inquiry model. Teach students about gathering information and citing sources. Demonstrate Glogster for final product. Review rubric with teacher. Grade students' final product with classroom teacher. Provides support as needed during planning periods.
Materials: Pre-assessment created with Formative, KWL Chart, database scavenger hunt worksheet, Glogster checklist, Photos for Class website, Kahoot website, Popplet website, Google Forms survey, rubric **Resources:** X Internet X OPAC __Word __Excel __Hyperstudio X Power Point X Databases __Inspiration __Digital camera X Glogster	**Unit Assessments:** **Diagnostic or Pre-assessment:** Formative - web tool that makes interactive worksheets with a variety of question formats **Formative:** KWL chart, Kahoot quizzes, database scavenger hunt worksheet, Popplet thinking map, observations, project checklist, self-evaluative survey **Summative:** Rubric for final product.

<u>X</u> Google Classroom   <u>X</u> Wixie   <u>X</u> Nonfiction Books

Project Calendar
Outline of Learning Actions

	T-Teacher and L-Librarian
Day 1	T – Give pre-assessment about colonial life in Maryland using the web tool Formative. L – Helps teacher set up pre-assessment on Formative prior to this day. On this day, helps teacher with getting results.
Day 2	The Big6 stage(s) addressed - Task Definition T – Complete the K and W sections of students' KWL chart on paper about colonial life in Maryland. Explain project to students. Set up partners for project. Partners choose two different areas of Maryland to research. Partners determine some questions needed to research with guidance from teacher. Differentiation: Partners will be paired strategically so a stronger learner is partnered with a struggling learner.
Day 3	The Big6 stage(s) addressed - Information Seeking Strategies and Location and Access L – During library class, introduce The Big6 inquiry model with the "Big 6 Research" video and "The Big 6 Research Process" PowerPoint presentation. Show students databases and have them practice using databases through a scavenger hunt worksheet that has them answer questions searching some databases. Discuss the importance of citing information. Show how to cite sources and have students practice. Use Kahoot to assess knowledge on The Big6, databases, and citing sources. T – During social studies class time, explain pathfinder for project made by the librarian. Review rubric with students and get student feedback as well as have students help create some sections of the rubric.
Day 4	The Big6 stage(s) addressed - Location and Access and Use of Information T – Review note taking in social studies journals. Students begin researching. Observe and provide support as needed. L – Help a small group of students needing extra support in the library during planning time if needed.
Day 5	T – Students perform research using pathfinder. Observe and provide support as needed.
Day 6	The Big6 stage(s) addressed - Synthesize T – Introduce the double bubble to be used to organize information that was found. Students fill out a double bubble thinking map using the web tool Popplet to compare information on the two regions. L – In the teacher's classroom during a planning period, explain how to use Popplet to students and provide support as needed to students and teacher.
Day 7	The Big6 stage(s) addressed - Synthesize L – During library class, introduce Glogster. Students are already familiar with Wixie. Have students practice on Glogster using a checklist of things to include on a practice Glog. Discuss finding and using images safely and appropriately with Photos for Class website. Teach students how to cite images. Use Kahoot to assess the reuse and citations of images. T- During social studies class time, go over rubric for the presentation. Give students the rubric with embedded checklist to follow as they make their product. Students begin working on presentation.
Day 8	T – Students work on presentation. Peer review one set of partners project towards the end of class.

Day 9	The Big6 stage(s) addressed - Evaluate T – Students finish presentations. Students fill in the L of their KWL chart on what they learned about life in colonial Maryland. Students complete a survey with Google Forms to evaluate and reflect on the inquiry process and the creation of their product.
Day 10	T – Students share their projects in a gallery walk format. Students will display their final product on their device and can dress up as one of the colonists they profiled. Students walking through the gallery will fill in more information they learned for the L of their KWL chart. They are graded according to the rubric. L – Helps grade presentations.

Librarian and Co-Teacher(s) Reflection of Collaborative Process and Planning:

For this unit plan, I collaborated with a fourth-grade teacher who was recommended to me by an elementary librarian that has mentored me throughout the School Librarianship program. Overall, the collaborative and planning process was positive. The classroom teacher was enthusiastic and timely in her correspondence with me. We did encounter a few obstacles that I have learned from. We got off to a slow start and emails were not quite as timely. I feel teachers were busy preparing for conferences that were taking place as well as the upcoming holiday. We were able to brainstorm some topics of inquiry before the break, which allowed me to begin planning and present a unit outline when school restarted.

Another obstacle was planning through email. Even though we had pleasant open communication with each other, the depth of feedback was missing. I also do not know the teacher, so a relationship was missing. I feel it is easier to share your thoughts when there is a relationship. Because of this experience, I realized how having a relationship with teachers is advantageous to collaboration. However, planning through email or other digital means reflects real life situations.

While working through the project calendar, I had concerns about time management. My first idea for the project included a writing component along with creating a digital project. The teacher liked my idea but agreed the length of the unit could get long. I decided on the colonists' profiles and incorporating more writing and information on the Glogster or Wixie product. The teacher also liked this idea.

Another hurdle to figure out was scheduling the librarian's time to support the project. I used Ms. Lindberg's social studies block and the librarian's schedule to plan the order of days to match Ms. Lindberg's library block. I had to pay attention to the librarian's planning times to determine the days that were available to be in the teacher's classroom. With the library on a fixed schedule, this was challenging. To provide more support

for the teacher, I did use one day when the schedules did not match. For Day 4, I planned for the teacher to send down a small group of students to the library during the librarian's planning time if needed.

While planning this unit, I used several ideas and strategies I learned throughout each module of this course. Module One focused on collaborating on a continuum as Buzzeo describes. I incorporated coordination and full collaboration in the planning of this unit. At the coordination stage, the librarian gathers resources for the research with a pathfinder and creates screen casts to be used to instruct students on resources being used. At the collaboration stage, the librarian and teacher plan ideas for the unit, define roles in teaching different parts of the unit, and assess students.

Module Two focused on the inquiry process. In my planning, I based the order of lessons and content of lessons on The Big6 inquiry model that was discussed. From discussions and Pam Berger's article, "Student Inquiry and Web 2.0," I also included web tools to support the different stages of the inquiry process in the unit such as Popplet to organize notes as well as Glogster and Wixie as ways to present information.

Module Three looked at backward design and rubrics. I used backward design in the planning process by looking at the content standards to see what students needed to be able to do. This formed the summative assessment and learning activities. Students are graded with a rubric that they helped create, which is a strategy Yoshina and Harada discuss in their article. The librarian is also part of the assessment process by focusing on grading the aspects of inquiry such as sources used and organization of information.

Profiles of Maryland Colonists

Rubric and Checklist

Student Name: _____

CATEGORY	4	3	2	1	Student Checklist
Content - Accuracy Profile #1	Accurate and thorough information is displayed that reflects region's physical characteristics, typical home life, goods and services, and possible job.	Accurate information is displayed that reflects region's physical characteristics, typical home life, goods and services, and possible job.	Some information is accurate that reflects region's physical characteristics, typical home life, goods and services, and possible job.	Little to no accurate facts reflecting region's physical characteristics, typical home life, goods and services, and possible job.	___ The presentation includes required information for region #1.
Content - Accuracy Profile #2	Accurate and thorough information is displayed that reflects region's physical characteristics, typical home life, goods and services, and possible job.	Accurate information is displayed that reflects region's physical characteristics, typical home life, goods and services, and possible job.	Some information is accurate that reflects region's physical characteristics, typical home life, goods and services, and possible job.	Little to no accurate facts reflecting region's physical characteristics, typical home life, goods and services, and possible job.	___ The presentation includes required information for region #2.
Compare Elements	Comparison between the two profiles is outstanding using signal words such as similarly and like. Use of double bubble organizer is apparent and was turned in.	Comparison between the two profiles is evident. May or may not use signal words. Use of double bubble organizer is apparent and turned in.	Comparison between the two profiles is attempted but may be unclear. Use of double bubble organizer is not apparent. It may not have been turned in.	No comparisons are made between the two profiles. Use of double bubble organizer is not apparent. It was not turned it.	___ The presentation shows comparisons between the two profiles.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.	___ The presentation was checked for attractiveness.

Sources	All sources (information and images) are accurately documented and have complete information.	All sources (information and images) are accurately documented, but a few have incomplete information.	Some sources (information and images) are documented and information is incomplete.	No sources are documented.	___ The presentation includes a list of sources used during research.

Made with Rubistar.

<h2 style="text-align:center">Samples of Resources for Unit</h2>

The Big6 Kahoot Quiz - https://play.kahoot.it/#/k/ceeb633a-80a7-4f1d-bcc3-c42dd51a092c

Popplet Organizer – http://popplet.com/app/#/5064837

Student Self-Evaluation Survey - https://goo.gl/forms/0kL4tIPrR0wVoSlr1

KWL Chart

K – Know What do I know about the topic?	W – Wonder What am I wondering about the topic? What questions do I want to find answers to?	L – Learned What have I learned? What are the answers to my questions I had?

Database Scavenger Hunt

Go to SIRS Discoverer.

How many subjects are listed that you can browse by? _____

Go to the search bar at the top and type in Maryland.

How many source types are listed? _____

How many reference articles are there? _____

What is the symbol for a website look like?

_____

Click on the magazine article "Maryland Becomes Third State to Ban Fracking."

When was the article written? _____

What magazine is the article from?_____

What side of the screen is the audio feature on?   Left   or   Right

Can you print the article? _____

Is the article's citation included? _____ If so, where did you find it?

_____

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