Title: Guided Inquiry Unit Design: The Power of Story

1.) **Lesson description:** This unit will give Learners the opportunity to explore the power of story (what makes someone’s story important, examples of stories, and examples of how one can create powerful stories using various methods). Learners will then research their own inquiry question that ties into the power of story.

2.) **Grade level/subject:** 9th grade English Language Arts (ELA)

3.) **Collaboration Planning Steps:**
   a.) Librarian and teacher met before to brainstorm Immerse lessons and schedule what would happen when in the library.
   b.) Librarian followed up with the teacher at the beginning of each week to reiterate the teacher/librarian instructional roles for that week’s plans.
   c.) Librarian and Teacher met after unit to evaluate the unit and brainstorm areas of improvement for the next time this unit will be taught.

4.) **Instructional Roles for School Librarian and Teacher:**
   a.) Instructional roles are listed out in the lesson plan below.

5.) **Subject Area Standards Met:** [English Language Arts 9th Grade](#)
   a.) **Standard 1: Speaking and Listening**
      i.) 9.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
      ii.) 9.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.
      iii.) 9.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings
      iv.) 9.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
   b.) **Standard 2: Reading and Writing Process**
      i.) 9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
      ii.) 9.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
      iii.) 9.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spellcheck).
   c.) **Standard 3: Critical Reading and Writing:**
      i.) 9.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.
      ii.) 9.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.
      iii.) 9.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).
      iv.) 9.3.W.5 Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument.
   d.) **Standard 4: Vocabulary**
i.) 9.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words

ii.) 9.4.W.1 Students will use domain appropriate vocabulary to communicate complex ideas in writing clearly.

e.) Standard 5: Language
i.) 9.5.R.2 Students will recognize the use of active and passive voice.
ii.) 9.5.W.1 Students will write using correct mechanics with a focus on punctuation marks as needed.

f.) Standard 6: Research
i.) 9.6.R.1 Students will use their own viable research questions and well developed thesis statements to find information about a specific topic.

ii.) 9.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).

iii.) 9.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.

iv.) 9.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).

v.) 9.6.W.2 Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.

vi.) 9.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.

vii.) 9.6.W.4 Students will summarize and present information in a report.

g.) Standard 7: Multimodal Literacies
i.) 9.7.R.1 Students will analyze and evaluate the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument to generate and answer literal, interpretive, and applied questions to create new understandings.

ii.) 9.7.R.2 Students will analyze the impact of selected media and formats on meaning.

iii.) 9.7.W.1 Students will create a variety of multimodal content to engage specific audiences.

iv.) 9.7.W.2 Students will create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

6.) AASL/State standards for Learners met:

a.) Inquire:

i.) Think: Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning

ii.) Create: Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 3. Generating products that illustrate learning.

iii.) Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 4. Sharing products with an authentic audience.


b.) Include:

i.) Think: Learners contribute a balanced perspective when participating in a learning community by: 2. Adopting a discerning stance toward points of view and opinions
expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community

ii.) Create: Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.

iii.) Share: Learners exhibit empathy with and tolerance for diverse ideas by: 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

iv.) Grow: Learners demonstrate empathy and equity in knowledge building within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.

c.) Collaborate:

i.) Think: Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group.

ii.) Create: Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources.

iii.) Share: Learners work productively with others to solve problems by: 2. Involving diverse perspectives in their own inquiry processes.

iv.) Grow: Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.

d.) Curate:

i.) Think: Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.

ii.) Create: Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information.

iii.) Share: Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites.

iv.) Grow: Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

e.) Explore:

i.) Think: Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.

ii.) Create: Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection. 2.Persisting through self-directed pursuits by tinkering and making.

iii.) Share: Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation.

iv.) Grow: Learners develop through experience and reflection by: 3. Open-mindedly accepting feedback for positive and constructive growth.
f.) Engage:
   
i.) Think: Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

ii.) Create: Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others’ work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.

iii.) Share: Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.

iv.) Grow: Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

7.) ISTE Standards for Students Met:
   
a.) ISTE for Students: Empowered Learner
   i.) 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
   ii.) 1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

b.) ISTE for Students: Digital Citizen
   i.) 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

c.) ISTE for Students: Knowledge Constructor
   i.) 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
   ii.) 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
   iii.) 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
   iv.) 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

d.) ISTE for Students: Innovative Designer
   i.) 4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
   ii.) 4c.
   iii.) Students develop, test and refine prototypes as part of a cyclical design process.
   iv.) 4d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

e.) ISTE for Students: Creative Communicator
i.) 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

ii.) 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.

iii.) 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

iv.) 6d. Students publish or present content that customizes the message and medium for their intended audiences.

8.) Activities and Procedures for completion:
   a.) See breakdown of activities and procedures for completion of the unit below

9.) Resources: (please designate all books, videos, online resources, websites, etc. by title/name)
   a.) Resources linked in the lesson unit plan below

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**Day 1: In-Class Discussion**

What are some great stories you’ve heard/read/watched? What makes those stories (or someone’s story) important?

Librarian and Teacher will facilitate class in watching the following videos going through the following articles with class discussion after each one.

- [Danger of a Single Story TEDtalk](https://www.ted.com/talks/jamal_al-yousef_the_danger_of_a_single_story) or [The Windows and Mirrors of Your Child's Bookshelf TEDTalk w/Grace Lin](https://www.ted.com/talks/erica_griffith_exploring_windows_and_mirrors_in_childrens_books) and in-class discussion
- [Humans of New York](https://www.humansofnewyork.com) and [StoryCorps Story](https://www.storycorps.org) and in-class discussion

Individual Writing Reflection at the end of class graded by Teacher:

- What are some great stories you’ve heard/read/watched before today's introduction to the power of story?
- What do you think makes someone’s story important?
- What is something you learned from the stories we watched/read and how did it change your thinking?

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**Day 2: How do young adult authors tell their stories?** Librarian will facilitate class in watching the following video interviews from YA authors and do a booktalk of one of the author’s books before watching the video.

- [Jason Reynolds](https://www.youtube.com/watch?v=UzF8Nq0Q38w) (booktalk of *Long Way Down* before)
- [Jarrett J. Krosoczka](https://www.youtube.com/watch?v=x7zCp9K7xKQ) (booktalk of *Hey Kiddo* before)
- [Elizabeth Acevedo](https://www.youtube.com/watch?v=UzF8Nq0Q38w) (booktalk of *The Poet X* before)

Individual Writing Reflection at the end of class graded by Teacher:

- What do you think was most compelling about how each of these young adult authors told their stories?
- What do you wish they had included in their stories?
- What is a follow-up question you would ask and how do you think they would answer?

**Day 3: Picture Book Biography Stations.** Librarian will lead instructing Learners to get in groups and read at least 4 picture book biographies to learn more about individuals in this accessible and bite-sized format to reflect on how the power of someone’s story can be shared through picture books.
- Book read all together by Librarian
  - Dreamers by Yuyi Morales (Refugee Story)
- Two books available as ebooks from Epic books with class code posted to Canvas available as choices.
  - Twice as Good: The Story of William Powell (Sports Story)
  - Let 'Er Buck!: George Fletcher, the People’s Champion (Sports/Animals)
- Physical books available for Learners to choose from in class:
  - The Girl who Thought in Pictures: The Story of Dr. Temple Grandin by Julia Finley Mosca
  - Hello, Neighbor!: The Kind and Caring World of Mister Rogers by Matthew Cordell
  - Dancing Hands: How Teresa Carreño Played the Piano for President Lincoln by Margarita Engle and Rafael López
  - Pride: The Story of Harvey Milk and the Rainbow Flag by Rob Sanders and Steven Salerno
  - Frida Kahlo And Her Animalitos By Monica Brown, Illustrated By John Parra
  - Planting Stories: The Life Of Librarian And Storyteller Pura Belpre By Annika Aldamuy Denise, Illustrated By Paola Escobar
  - Voice Of Freedom: Fannie Lou Hamer By Carole Boston Weatherford, Illustrated By Ekua Holmes
  - Emmanuel’s Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson
  - A Splash of Red: The Life and Art of Horace Pippin by Jen Bryant
  - Radiant Child: The Story of Young Artist Jean-Michel Basquiat by Javaka Steptoe

Writing Reflection for each book read and graded by Teacher:
- How did the picture books convey the obstacles the people in each story had to overcome?
- Which story was the most interesting to you and why?

Day 4: Virtual Reality Storytelling
- Librarian will facilitate discussion around this article, “How to Connect With Audiences Through VR Storytelling” about VR and storytelling, and show clips from the video examples in the article with time for discussion in between.
- VR Story Stations facilitate by Librarian and Teacher (using the Library Makerspace’s VR googles and iPads, several stations will be set up around the classroom for Learners to explore a few examples of 360 videos and VR apps either using the goggles or checking them out on a laptop or iPad)
  - Shark Attack - Underwater Deep Sea VR Experience
  - VR Video 360 | JURASSIC PARK Dinosaur T.Rex Outbreak !!!
  - 360° Video | Lions in Planet Zoo 360/VR 4K Virtual Reality
  - 360 Video with Adorable Bunnies
  - 360° VR Spacewalk Experience | BBC HOME
  - inCell VR App (VR Human Cell Simulation App)
**Merge Cubes** (using the app 57 degrees North)

**Oculus Digital Story Apps**
- **Anne Frank House** (Oculus)
- **Traveling While Black** (Oculus)
- **Notes on Blindness** (Oculus)
- **Home After War** (Oculus)

Individual Writing Reflection at the end of class to be graded by Teacher:
- How do you think VR can enhance a story?
- What was your favorite example you looked at and why?
- If you could create a VR version of one of the stories you have heard these past few days, which one would you choose and why?

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**Explore**

Day 6 & 7
- Learners will individually explore the power of story using resources from **Wakelet** curated by Librarian. Learners will work on this in Teacher’s classroom and Teacher will provide feedback and grade on writing reflection.
  - The Wakelet features little known people who have made an impact in some way.
  - Learners will read/watch/listen to at least 4 resources

Writing Reflection for each resource:
- What was the resource you read/watched/listened to?
- What was something interesting you learned from this person’s story?
- List three questions you have about the person/topic after reading/watching/or listening

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**Identify**

Day 8, 9, & 10
- Librarian will work to help Learners set-up and learn the basics of **Noodletools** (online citation manager)
- Librarian will go over the question creation process and Learners will fill out a **Google form** to submit their question for approval. Question needs to tie into the power of story.
- Librarian and Teacher will conference with Learners until everyone has an approved question and use the collaborative Google Sheet of answers from Learner submissions to coordinate conferencing.

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**Gather**

Day 11
- Librarian will go over Noodletools more in depth, including the importance of citing sources within their inquiry question final answer. Librarian will share this **library resources** pages which includes:
● Gather important information
● Go broad
● Go deep
  ○ Gale Databases
  ○ EBSCO
  ○ Scholastic Go
  ○ Curated websites by subject available for searching
  ● Librarian also goes over this Wakelet of copyright free images and music to potentially use for final projects and the importance of citing sources even in the final project and what is permissible to use or not.
  ● Teacher will then show Learners the format their written answer their question needs to be in and when the due date for that is using this template.

Day 12-15
● Learners work on answering their questions.
● Librarian will conference with Learners to help with research and citation support as they work on answering their questions.

Create

Day 16
● Librarian will share the project rubric and Adobe Spark page of Create Choice Board with different options and examples for what can be created
● Librarian will give hands on demonstrations with Learner volunteers to showcase how to use tech tools available in the library’s makerspace and how to pre-plan before creating with each tool.
  ○ How to script and use Podcasting Equipment
  ○ How to storyboard and film a video using Mevo Video Camera
  ○ How to edit film using a green screen in iMovie

1.5 Weeks with due date for final project set.
● Learners will be given time in class during this time to work on their projects and can request time to use the library’s makerspace tools.

Share

1-2 days following project due date

Share:
● Learners will have an opportunity to watch/listen/look at at least 4 other Learner projects on Flipgrid and provide feedback via Canvas (and they can also leave comments on Flipgrid)
● Reflective questions for Share:
  ○ Give a summary of what the project was about:
  ○ What is something you learned from the project?
  ○ What is one compliment you would give the person about their project?

Evaluate:
● Learners will fill out the following questions on Canvas as part of their evaluation of the unit as a whole:
  ○ What did you learn in this unit that you didn’t know before, and why do you think it is important?
  ○ What skills did you learn in this unit?
  ○ If you could talk to next year’s freshmen English class, what would you
9.) Evaluation methods used:
   - For evaluating learners’ comprehension:
     ○ Librarian and teacher used the reflective questions after each Immerse lesson to evaluate Learners’ comprehension of the lessons and what sparked their interests.
     ○ Evaluative questions and conferencing were used for the later parts of the unit including an overall evaluation of the unit by Learners.
   - For evaluating the unit:
     ○ Librarian and teacher met several times during the unit to check in on how the unit was progressing and to discuss how learners were evaluating each part themselves in their writing reflections.
   - For evaluating contributions by learning team members:
     ○ Librarian and teacher met at the end of the unit to evaluate if agreed on instructional roles had been met by team members and to collaborate on where to expand roles for the next time this unit would be taught.

10.) Reflection on any changes needed in unit or modification after the unit was first taught:
   - How were the unit’s goals met?
     ○ Every Learner developed an inquiry question that tied into the power of story and was something they were interested in both times this unit has been taught.
     ○ About 75% of learners during the first year the unit was taught turned in a final project and kept up with their writing reflections. (The first year the project was due right before the Covid-19 shut down)
     ○ About 80% of learners turned in their final projects and kept up with their writing reflections during the second year this unit was taught.
   - How were the unit’s goals modified?
     ○ When this unit was first taught the librarian and teacher discovered when they worked together to develop the Immerse lessons that they were missing some story examples for music, video games, and sports stories (as that is where many Learners directed their inquiry questions, but had a harder time conceptualizing those questions because there were not a lot of examples). They worked to develop Immerse lessons that revolved around those for the following year’s reteach of the unit and had an increase in engagement among learners based on writing reflections and the learner evaluation.
   - How did the unit’s goals exceed?
     ○ At least 75% of learners tried a new technology tool they had never used before for their final projects.
     ○ The second year of doing this unit we were able to expand on what we learned from the first one with great success and engagement.

11.) Follow-Up- an extension for future research, inquiry:
   - The learning team discussed doing a follow-up unit to this where Learners wrote their own life stories or memoirs based on what they learned about storytelling and real life stories during this unit. We also discussed working on trying to get guest speakers to share their stories as well in place of video interviews (if possible).
12.) **Learner Work: (Work might take a second to load in order to view)**

- 3D Printed Design of “How does Chinese political censorship of television news affect how we in the US perceive them?:
  - Aidan A.'s explanation of his question and answer
  - 3D printed design created in Tinkercad and printed using the library makerspace’s 3D printer

- Documentary of “How did Alice Paul impact the women’s suffrage movement?”
  - Caroline C.'s Alice Paul: "Power of Story"
  - Learner used the library makerspace's green screen, iPad and tripod, iMovie help from librarian, and a library classroom to film and create film.