Title: Guided Inquiry Unit Design: Empathy

1.) **Lesson description:** This unit will give Learners the opportunity to explore what empathy is and how we as a society can learn more about empathy and/or how empathy can help us understand what others are going through and help solve world issues. Learners will then research their own inquiry question that ties into empathy in some way.

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 and 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 the 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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### Open/Immerse

- Invitation to inquiry
- Open minds
- Stimulate curiosity

**1 Day: In-Class Discussion open:**
- What is empathy?

Librarian and Teacher will facilitate class in watching the following video and then discussing the takeaways/reiterating the main points:
- Brené Brown on Empathy vs Sympathy

#### Immerse: What would you do? Activity
- Walk students through “What Would You Do?” scenarios and discuss what they would do and how they would show empathy to others.
- Discussion questions in small groups after each scenario is read:
  a. How does this make you feel?
  b. Is there any action you would take in this situation?
  c. If this was you, what would you want done, if anything?
- Large group discussion after each scenario

Individual Writing Reflection at the end of class graded by Teacher:
1. What did you know about empathy before today? How has your definition of it changed after today’s discussion/activity?
2. Which of the “What would you do?” scenarios resonated with you the most? Why?
3. How do you think we can develop empathy for others?

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### Immerse

- Build background knowledge
- Connect to content
- Discover interesting

**1 Day: Empathy Picture Books** Librarian will instruct Learners to get in groups and read at least 4 picture books that deal with empathy in some way. One book will be read aloud to the entire class and four will be read individually by Learners in small groups.
- Book read all together by Librarian:
  - Maddi’s Fridge by Lois Brandt (Food insecurity/Poverty)
- All group discussion about the book:
  - What was this book about?
  - What did Maddi ask Sophia to do? Do you think it was okay that Sophia broke Maddi’s promise?
  - How does this picture book help teach empathy?
Titles available for groups to read four additional books that will be read in small groups
- *I'm New Here* by Anne Sibley O'Brien
- *Emmanuel's Dream* by Laurie Ann Thompson
- *Last Stop on Market Street* by Matt de la Peña
- *Morris Micklewhite and the Tangerine Dress* by Christine Baldacchino
- *Red: A Crayon's Story* by Michael Hall
- *The Pirate of Kindergarten* by George Ella Lyon
- *One Green Apple* by Eve Bunting

Small group discussion after each book:
- What was this book about?
- How did the book help teach or convey empathy?

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?
- How can picture books be used to develop empathy? Do you think it's a good way to develop empathy? Why or why not?

**1 Day: Virtual Reality Empathy**
- Librarian will facilitate discussion around how virtual reality devices and technology are being used to build empathy at the beginning of class.
  - *Presentation*
- Then the rest of the class period Learner will explore 2 of the 3 types of VR/AR Stations facilitated by Librarian and Teacher (using the Library Makerspace’s VR headsets and iPads, several stations will be set up around the classroom for Learners to explore a few examples of empathy focused VR apps and videos). 360 videos will be posted in Canvas assignment for students to access that way.
- Stations:
  - 360 Videos (Videos will be posted on Canvas for students to access this way. All of the Youtube videos are closed captioned)
    - *Clouds Over Sidra* (360 video)
    - *The Crossing: A 360º Look Into the Journey of Refugees to Greece* (360 video)
    - *The Nepal Earthquake Aftermath* (360 video)
    - *Haiti After the Storm: Part One* (360 video)
    - *Standing Rock* (360 video)
  - Merge Cube/AR Experience (There will be several iPads and Merge cubes available for Learners to work in groups to try out the apps with the Merge Cubes)
    - *57 degrees North* (Merge Cube)
    - *AR Kitten* (Merge Cube)
  - Oculus VR Headsets (There will be 6 Oculus headsets set-up with apps loaded and boundaries set so that Learners can switch out between 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 is virtual reality being used to build empathy?  
- What are some issues with trying to build empathy using virtual reality?  
- What was the most interesting VR/AR/360 video experience you watched and why?

### Explore

1-2 Days  
- 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.

Writing Reflection for each resource (Learners will read/watch/listen to at least 4 resources):
- What was the resource you read/watched/listened to? (1 sentence)  
- What was something interesting you learned from the resource you read/watched/listened to? (3-4 sentences)  
- What further questions do you have relating to empathy after reading/watching/listening to that resource? (3-4 sentences)

### Identify

2 Days  
- 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 relate to empathy, but can be over a topic of their interest that we’ve either already explored, or one we haven’t.  
- 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.

### Gather

1 Day for instruction and any other days teacher would like to schedule for one-on-one research help with classes  
- 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** page with links on Canvas which includes:
  - Gale Databases  
  - EBSCO  
  - Scholastic Go
Go deep

- Curated websites by subject available for searching
- Librarian also go 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 a template/outline for writing up their answer. Format includes an introduction to what their question was, body paragraphs will include the research they did to answer their question and include in-text citations, conclusion will give a summary of their answer (500 words minimum)

As many work days as teacher would like to set-up for Learners to work on their research
- Learners work on answering their questions.
- Librarias will conference with Learners to help with research and citation support as they work on answering their questions.

Create

1 Day

- Librarian will share the project rubric and [Wakelet of Create Choice Options and Examples](#) 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

For as many work days as teacher would like to set-up for Learners to work on projects
- 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 [Flip](#) and provide feedback via Canvas (and they can also leave comments on Flip)
- 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?
Evaluate

- Evaluate the achievement of learning goals
- Reflect on content
- Reflect on process

10.) 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.

11.) 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 to empathy and was something they were interested in every time this unit was implemented
  - About 85% of learners turned in the answer to their research question and 70% of learners turned in their final projects and kept up with their writing reflections during the unit.
- How were the unit’s goals modified?
  - When this unit was first taught only “What would you do?” and picture books were used during the Immerse phase, but the second time this unit was implemented the lesson using virtual reality, augmented reality, and 360 videos was incorporated and reached Learners more interested in technology and video games. They were then able to incorporate those interests in their research questions. More resources on sports and empathy were added to the Explore Wakelet to help students with interests in sports connect their interest to empathy for their research question.
- How did the unit’s goals exceed?
  - At least 50% of learners tried a new technology tool they had never used before for their final projects in the first year this unit was done.
  - 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.
12.) **Follow-Up- an extension for future research, inquiry:**
   - The learning team discussed doing a follow-up unit to this where Learners would get to explore the VR apps a little further and also to tie in empathy with choice reading novels at the beginning of the semester

13.) **Learner Work:**
   - Stop Motion Animation summarizing the research question “How do elderly people empathize with others differently based on their age, in comparison to younger counterparts?”
     - Empathy and Aging Video (Learner used the Library’s stop motion camera, modeling clay, other art supplies, and the Makerspace space itself to create the video)
   - Podcast summarizing the research question “How does having early childhood trauma affect your empathy skills as an adult?”
     - Empathella’s Podcast (Learner used the library’s podcasting equipment to record podcast)