4. Instructional Unit:

Title of Lesson: Empathy: Narrative NonFiction and Heritage Research Project

1. Lesson Description:
   - Objective: Students will develop empathy and cultural understanding by researching and presenting on individuals from diverse backgrounds who have made significant contributions to society.
   - This 3 to 4-week-long unit will consist of several lessons, activities, and projects. The students will first choose a nonfiction book to read with a small group of peers in their class. Over a two-week period, they will read, discuss, and answer questions about the person or event they have been reading about. The students will then choose a key figure from a curated list to research. They will use databases to find resources. The students will finish the unit with an informational essay and an infographic to share with the class.

2. Grade level/subject: 11th grade/ELA

3. Collaboration Planning Steps:
   - The librarian will meet with teachers to choose narrative nonfiction books for group reading.
   - Set a date to begin and make a reading schedule.
   - Teachers will provide thought-provoking discussion questions for the reading groups.
   - The team will prepare a list of people of differing cultures, heritages, and backgrounds who have made significant contributions to society.

4. Instructional Roles for School Librarian:
   - Book talk narrative nonfiction books so students.
   - Present a research lesson including databases, effective Google searching, evaluating resources, etc.
   - Help integrate resource analysis and critical thinking into the subject matter.

5. Instructional Roles for Teacher(s):
   - Introduce the unit and discuss the importance of empathy, diversity, and understanding other cultures in our world.
   - Facilitate reading groups by allowing time to read in class and providing essential, critical-thinking questions.
   - Introduce the research question: Who is your person and what impact have they made in our society? How have their background, heritage, barriers, and opportunities shaped them? What can we learn from them?
6. **Subject Area Standards Met:**
   o **ELA 9th - 12th grade**
     i. **Standard 1: Listening & Speaking**
        1. 9-12.1.L.1 Students will actively listen using agree-upon discussion rules with control of verbal and nonverbal cues.
        2. 9-12.1.S.2 Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.
     ii. **Standard 3: Critical Reading and Writing**
        1. 9-12.3.W.2 Students will compose informative essays, reports, or technical writing that:
           a. Objectively introduce and develop topics
           b. include a defensible thesis
           c. incorporate evidence (e.g., specific facts, details, charts and graphs, data)
           d. maintain an organized structure
           e. use sentence variety and word choice to create clarity and concision
           f. establish and maintain a formal style
     iii. **Standard 6: Research**
        1. 9-12.6.R.1 Students will find and comprehend information about a topic, using their own viable research questions.
        2. 9-12.6.R.2 Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.
        3. 9-12.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.

7. **AASL/State standards for Learners met:**
   o **Inquire:**
     i. **Think:** 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. Generating products that illustrate learning.
     iii. **Grow:** Learners participate in an ongoing inquiry-based process by 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.
○ **Include:**
  
  i. Think: Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 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.
  
○ **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. 3. Deciding to solve problems informed by group interaction.
  
  ii. Create: Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.
  
  iii. Share: Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 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.
  
○ **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. 3. Joining with others to compare and
contrast information derived from 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.

○ Explore:
  i. Think: Learners develop and satisfy personal curiosity by: 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
  ii. 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. 3. Collaboratively identifying innovative solutions to a challenge or problem.
  iii. Grow: Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.

○ 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.
  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.

8. Activities and Procedures for Completion:
Empathy: Narrative Nonfiction and Heritage Research Project

Day 1: Teacher
- Introduce the unit and discuss the importance of empathy, diversity, and understanding other cultures in our world.
- Have students discuss why they believe this might be important.

Day 2: Librarian
- Book talk the narrative nonfiction books.
- Have students choose their book and reading group.

Days 3-10: Teacher
- Students will read their books and discuss with their reading groups.
- Teachers will provide thought-provoking questions and guidance.

Day 11: Teacher
- The teacher will introduce the curated list of influential people from diverse backgrounds in society.
- Have students discuss similarities and differences that they initially see and why they may be included in the list.
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**Day 12: Librarian**
- Present a lesson on research and reliable sources
- Show Gale and EbscoHost: how to search, find relevant information, cite sources, etc.
- Discuss Google searching and evaluating sources for currency, accuracy, and reliability.

**Days 13-16: Teachers and Librarian**
- Students will conduct research using the databases. They will find information about their assigned person: who are they and what impact have they made in our society? How have their background, heritage, barriers, and opportunities shaped them? What can we learn from them? Students will critically analyze and reflect on the challenges that the individual faced and how they overcame them to make a positive impact.
- The teachers and librarian will help and guide students as needed.

**Day 17-19: Teachers**
- Students will complete their essays on their assigned person.
- Students will complete their infographics on their assigned person.

**Day 20: Teachers**
- Students will share their infographics with their peers.
9. Resources: (please designate all books, videos, online resources, websites, etc. by title/name)
   o Books
     i. *The 57 Bus* by Dashka Slater
     ii. *Dear America: The Story of an Undocumented Citizen* by Jose Antonio Vargas
     iii. *Undefeated: Jim Thorpe and the Carlisle Indian School Football Team* by Steve Sheinkin
     iv. *Educated: A Memoir* by Tara Westover
     v. *Enrique’s Journey: The True Story of a Boy Determined to Reunite With His Mother* by Sonia Nazario
     vi. *Free Lunch* by Rex Ogle
     vii. *Glass Castle: A Memoir* by Jeannette Walls
     viii. *Just Mercy: Adapted for Young Adults: A True Story of the Fight for Justice* by Bryan Stevenson
     ix. *Shout: A Poetry Memoir* by Laurie Halse Anderson
     x. *Ordinary Hazards: A Memoir* by Nikki Grimes
     xi. *Born a Crime: Stories From a South African Childhood* by Trevor Noah
   o Online Databases
     i. Gale in Context
     ii. EbscoHost

10. Evaluation methods used:
    o For evaluating students’ comprehension:
      i. The team evaluated the reading groups through discussions, observations, and questioning.
      ii. The students wrote an informational essay on their person of interest. They were required to use 3 sources from the databases. A rubric was used to evaluate.
      iii. The students created an infographic of their person to share with the class. They included a QR code to link to their essay to provide more information.
    o For evaluating the unit:
      i. The teachers and librarian discussed the unit during and after to provide clarity and improve as needed.
      ii. We discussed if the learning objectives were met, the engagement of the students, and the success of the activities.
    o For evaluating contributions by learning team members:
      i. We discussed the division of work and the plan for future collaborative lessons.

11. Reflection on any changes needed in the unit or modification after the unit was first taught:
    o How were the unit’s goals met?
i. Students learned that people who have many disadvantages and obstacles can still be successful and make an impact in society.

ii. They learned to identify and evaluate credible sources of information.

iii. Students learned that empathy is necessary to work with others and become productive and contributing members of society.

○ How were the unit’s goals modified?

  i. It was necessary to cut 2-3 days from the timeline due to other things going on in the building.
  ii. Some discussions were cut short due to time constraints.

○ How did the unit’s goals exceed?

  i. Students were very engaged in their reading and sharing their people.
  ii. They exceeded our expectations on their infographics.

12. Follow-Up- an extension for future research, and inquiry:

  ○ Facilitate a class discussion on the insights gained from researching and presenting on individuals from diverse backgrounds.
  ○ Discuss how learning about diverse contributions enriches their perspective on history and society.
  ○ Ask students to write a reflective essay on how the project enhanced their understanding of empathy and the significance of recognizing diverse contributions to society.

13. Student Work
Ken Jeong was a then doctor and now turned actor. He became famous for his role as Leslie Chow in The Hangover and led the Asian community into the acting world. Ken's success has given him the power to advocate for Asian and Asian American creators in film. Ken was a part of the movie "Crazy Rich Asians" which was the first major studio movie to star a majority Asian cast. Ken has used his success to give back to the Asian community by supporting anti Asian hate and giving a higher salary to the Asian cast who worked under him.

Sources:
Simone Biles
Gymnast
2003-TO PRESENT

- Simone Biles is a Olympic gold medalist. She went through a rough childhood with being adopted and not having a lot of money. She went back and forth between her mother's home to foster cares, while her Mother struggled with drug addiction.

DID YOU KNOW?

- When Simone sticks with a beauty routine is when she feels the most beautiful: Massages twice a week, Manicure every few weeks, and regular hair appointments.
- She turned down a for scholarship to California, Las Angles because her dad said that you can always go to college but can not always go pro in gymnastics.
- She was adopted by her grandparents as well.

