Guess Who's Coming to Dinner
Jeff-Lewis School Library System ELA 12 Unit

GRADE: 12

LIBRARY CONTEXT:

- ☐ FIXED
- ☐ FLEXIBLE
- ☐ COMBINATION
- ☐ INDIVIDUALIZED INSTRUCTION
- ☐ STAND-ALONE LESSON
- ☐ LESSON IN A UNIT
- X MULTIPLE LESSONS IN A UNIT

COLLABORATION CONTINUUM:

- ☐ NONE
- ☐ LIMITED
- ☐ MODERATE
- X INTENSIVE

CONTENT TOPIC:

ENGLISH 12 – CONNECTING LITERATURE TO TODAY

ESTIMATED LESSON TIME:

2 WEEKS OR PACED ACCORDING TO CLASS NEEDS

STANDARDS FOR THE 21ST-CENTURY LEARNER GOALS

STANDARD: 1, 2, 3, 4.

BENCHMARK(S): 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.6, 3.1.1, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 4.1.2, 4.1.5.

DISPOSITIONS INDICATOR(S): 1.2.2, 1.2.4, 1.2.5, 1.2.6, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 4.2.3.

RESPONSIBILITIES INDICATOR(S): 1.3.1, 1.3.3, 1.3.5, 2.3.2, 4.3.4.

SELF-ASSESSMENT STRATEGIES INDICATOR(S): 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.4.1, 2.4.2, 2.4.3, 3.4.1, 3.4.2, 4.4.4.

Scenario: The Jefferson-Lewis School Library System in cooperation with Jefferson Community College is sponsoring a *Bridging The Gap* initiative that will help ensure that graduating seniors graduate with information literacy skills necessary in a post-secondary environment. The focus is on the ELA 12 course, as most seniors are required to take it. In addition it is a non-regents course, providing more teaching flexibility and less emphasis on an end of year assessment.

Connection to local or state standards:

NYS ELA.2 - Students will read, write, listen, and speak for literary response and expression.
NYS ELA.3 - Students will read, write, listen, and speak for critical analysis and evaluation.
NYS ELA.4 - Students will read, write, listen, and speak for social interaction**.**

Overview: Students will, individually or in pairs, choose an author and piece of literature that speaks to a social issue. They will compare and contrast the issue from the time period in which the author was writing to the present day. They will then invite the author or a character from the original work to a dinner hosted by a person in today's society. This could be a politician or a person who has been a spokesperson for that issue, i.e. Al Gore and the environment. They will research the issue in both time periods and will present their findings in a dialogue between the two that shows an understanding of the issue. (See attached examples)

Final Product: Students will present their research as
- ❖ a scripted interview between the two dinner guests
- ❖ a formal paper
- ❖ well-produced documentary with appropriate attribution
- ❖ teacher/LMS approved product

LIBRARY LESSONS: LMS will have assessed the information literacy skills of the class before beginning instruction. Based on those results, lessons to accompany the research unit will cover the delineated Jefferson Community College list of competencies. (See attached)

ASSESSMENT:

PROCESS: Teacher and SLMS will examine notes and rough draft, as well as periodic status checks, in order to evaluate whether (1) students are following the inquiry procedure, (2) students are applying critical thinking and self-assessment skills, (3) multiple and appropriate sources are being used, and (4) works cited follows established MLA criteria.

PRODUCT: Teacher, SLMS, and students will use instructor-created rubrics to evaluate the final paper. The SLMS will evaluate the works cited pages based on MLA criteria.

STUDENT SELF-QUESTIONING
- Am I using the time given to me, and am I staying on task?
- Do I understand the time period in which the author was writing and how that influenced the piece of literature?
- Do I understand the social issue in the context of the author's world and our world today?
- Have I presented the similarities and differences in a well-constructed dialogue or similar product?
- Have I clearly evaluated my sources for evidence of accuracy, authority, and bias?
- Have I cited all sources quoted or referenced in the paper using MLA citation?
- Does my gathered information completely answer the original problem?

INSTRUCTIONAL PLAN

RESOURCES STUDENTS WILL USE:

X Online subscription database(s)
X Web sites
X Books
X Reference
X Periodicals/newspapers
☐ Other (list):

INSTRUCTION/ACTIVITIES:

DIRECT INSTRUCTION:

SOCIAL ISSUES IN LITERATURE – Students will learn about the influence social issues can have on an author of a major literary work and how those issues relate to our world today.

SEARCH STRATEGIES – Students will learn about certain types of search strategies (Boolean, truncation, narrowing keywords, etc.) and will receive a handout highlighting the strategies.

EVALUATION OF WEBSITES – Students will learn about the need for accuracy, authority, and the problem of bias when evaluating websites. Strategies will be introduced and a handout distributed.

MLA CITATION - Students will discuss the reason for citation, and examine MLA examples and formats.

MODELING AND GUIDED PRACTICE:

LITERATURE – Students and LMS will discuss a piece of literature that has been read or is being read in the ELA classes. Because each school reads different literature, the model can be chosen from the school's curricula or the librarian can use the lessons based on *On the Pulse of Morning* by Maya Angelou.

SEARCH STRATEGIES – Students and LMS will search for books, eBooks, and articles on the social issue using three different strategies. The class will then discuss which ones were most helpful and why.

EVALUATION OF WEBSITES – Students will be given 3 websites on the social issue, and will be asked to evaluate them based on the assigned problem. The class will then discuss which ones are most valuable and why.

MLA CITATION – Students will cite one of the websites given, first by hand, and then by an online citation builder, and will then compare the mechanics of each.

INDEPENDENT PRACTICE:

SOCIAL ISSUES IN LITERATURE – Students will think critically about their issue, examining their prior knowledge and formulating questions that will help guide their continuing research.

SEARCH STRATEGIES – Students will search for articles using the databases and eBooks that will provide information about their Scenario and the corresponding court case. Students will consult OPACS to search for books, and specialized encyclopedias. (*Novels for Students* has a special section on issues of interest and a contrast/comparison sidebar with then and now considerations.)

EVALUATION OF WEBSITES – Students will search for websites that will provide information about their court case. They will fill out the evaluation rubrics, and will use the top 3 to take notes.

MLA CITATION – Students will use the MLA handout and/or an online citation builder to cite all websites, articles, or print resources they used.

SHARING AND REFLECTING:

SITTING AROUND THE DINNER TABLE – Students will create scripted dialogue about the historical and cultural context of the social issue reference in the piece of literature. In this dialogue they will describe how the issue impacts lives of individual citizens and society today.

SEARCH STRATEGIES – Students will complete an exit pass that includes each article and the search strategy used (Up to 10).

EVALUATION OF WEBSITES – Students will list each website they encountered and their reasons for choosing or rejecting their use (up to 10).

MLA CITATION – Students will hand in a works cited page in MLA format for all sources cited and referenced.

LIST OF SUGGESTED ISSUES AND LITERARY WORKS

1. Labor/Class
   a. *Great Expectations* (Dickens)
   b. *Oliver Twist* (Dickens)
   c. *Grapes of Wrath* (Steinbeck)
   d. *The Jungle* (Sinclair)
   e. *Pride and Prejudice* (Austen)
   f. *Great Gatsby* (Fitzgerald)
   g. *Hope was Here* (Bauer)
   h. *The Velvet Room (*Snyder)

2. Racism
   a. *Adventures of Huckleberry Finn* (Twain)
   b. *To Kill a Mockingbird* (Lee)
   c. *Native Son* (Wright)
   d. *Cry the Beloved Country* (Paton)
   e. *House on Mango Street* (Cisneros)
   f. *I Heard the Owl Call My Name* (Craven)

3. Bioethics
    a. *Frankenstein* (Shelley)
    b. *Wit* (Edson)
    c. *The Plague* (Camus)
    d. *One Flew Over the Cuckoo's Nest* (Kesey)
    e. *My Sister's Keeper* (Picoult)

4. Environment
    a. *Land of Little Rain* (Austin)
    b. *Earthsea Trilogy* (LeGuin)
    c. *On Walden Pond* (Thoreau)
    d. *Hoot* (Hiaasen)
    e. *Green Thumb* (Thomas)

5. Gangs
    a. *The Outsiders* (Hinton)
    b. *Lord of the Flies* (Golding)
    c. *Chocolate War* (Cormier)
    d. *Durango Street* (Bonham)
    e. *Shadow of the Dragon* (Garland)

6. Women's Issues
    a. *Joy Luck Club* (Tan)
    b. *Scarlet Letter* (Hawthorne)
    c. *Handmaid's Tale* (Atwood)
    d. *A Room of One's Own* (Woolf)
    e. *Uncommon Faith* (Krishner)

JEFFERSON COMMUNITY COLLEGE COMPETENCIES

The librarians at JCC's Melvil Dewey Library believe that the following selected competencies provide a firm foundation for high school students who will be continuing their education. These competencies should be targeted in this unit.

Competency	What JCC deems important:
Knows when to use reference materials	A student begins research on a new topic in the reference area, using *specialized* encyclopedias.
Knows when to use books, magazines, WWW	Students understand that books provide in-depth information. Due to the time it takes to research, write, produce, and distribute books, magazines and/or Web sites may be the best sources of information on late-breaking topics.
Uses criteria to choose sources	Students consider the credentials of an author before using material for research. For example, they would not use "Wikipedia" type sources because there is no way to determine who wrote/edited the information.
	Students are able to evaluate their search results to determine if they are relevant and appropriate for their project.
	Students should be introduced to evaluation criteria that relate to prejudice, deception, or manipulation.
Locate & is able to use... Catalog, types of electronic resources	Students know that the online catalog is used to locate books; databases are used to search for articles by topic.
Uses keywords and topic headings	Students select the keywords from their thesis to form their initial search statements.

Locates and is able to use the parts of a book	Students can locate their topic in a book by using the index and table of contents.
Understands arrangement Understands classification systems	Students understand that the library is arranged to group books and resources on similar topics together. Also recognizes that libraries often have collections within the library: reference, oversize, archives, etc.
Practices ethical behavior in regard to information & info technology	Students are made aware that while it is possible to copy and share print, audio, and video media, it may not be legal to do so.
Knows legal principles and applies	Students understand what constitutes ethical conduct and what is plagiarism, including the need to cite paraphrases and ideas of other authors.
Appropriately cites resources using prescribed formats	Students should be able to look at an MLA citation and determine if the source is a book or an article.
Examine the process	Students revise searches, adding/deleting/changing search queries as needed.
Know when additional sources are needed	Students try other databases/resources if they are having difficulty locating what they need (after revising their search a few times).