LESSON PLAN

Richland Library
Libraries Rock

Lesson Overview:

This lesson engages students in a meaningful exploration of libraries and their positive impact on the community. It offers a framework to explore library careers and how those careers can change the lives of individuals within a community. By completing this lesson students will gain an appreciation of the diverse career opportunities found within a library setting and how these careers make a meaningful difference to the populace who use their services.

Essential Learning Goal

Libraries are more than books.

Lesson Progression:

STEP 1 – BRAINSTORMING ACTIVITY

- The brainstorming activity has two distinct purposes. The first goal is to have students compare their perceptions of jobs found in the library to what they discover by watching the library videos. The other goal is to have active elementary students engaged in the lesson through movement. Each individual student will participate in the brainstorming activity by moving their body and engaging their mind.

- The teacher will give each student a pack of sticky notes.

- On the wall will be 12 large "self-stick" easel sheets/butcher papers. Each set of 6 sheets will be labeled Librarian, Career Coach, Chief Operations Manager, Hispanic and Latino Outreach Coordinator, Media Arts Coordinator, and Strategist. There will be one career per sheet.

- The first set of 6 will address students' "prior knowledge" of the careers listed on the sheets before watching the library videos.

- The teacher will explain that each of these titles is a job found in some libraries.

- The teacher will ask students to write on their sticky notes what they believe each person who has the assigned job does. They will place their sticky notes under the appropriate categories.

- The teacher will go over the guesses the students made as a whole class activity, using his/her discretion which guesses to highlight in the discussion.

- The second set of 6 sheets will address the "after video" knowledge, the knowledge students gain after watching each of the videos.

- The teacher will then explain that students will watch 6 short videos that describe the roles of each job listed on the "after video" sheets hanging on the wall. The teacher can do this activity one video at a time, or have students watch all 6 videos at once. Each video is less than 2 minutes. The teacher will have students take notes on each video, having students write the various roles discussed in the videos for each career position.

- Once students have watched the videos and have taken notes on the roles of each job highlighted in the video, the teacher will ask them to write new sticky notes that explain the roles of each person/job shown in the video.

- The students will place the sticky notes under the appropriate "after video" sheet.

- The teacher will discuss and compare what students learned from the videos, highlighting the differences in what was perceived to be roles and what students learned.

STEP 2 – SMALL GROUP ACTIVITY

- The teacher will divide students into 6 groups, each group corresponds to one of the 6 roles highlighted in the videos.

- The students will have access to the video that represents their group using the devices provided by the teacher and can rewatch the video if needed.

- Students will examine the premise – **Libraries Are More Than Books.**

- Students will be asked to create an informational poster that promotes the statement, **Libraries Are More Than Books,** and should specifically reflect the role of the library position assigned.

- Posters can be created digitally or by hand in a more traditional manner. Tips and websites that can aid in the creation of the posters are listed in **"Resources".**

Think About It

THINGS TO CONSIDER

» How does your poster connect the central theme, Libraries Are More Than Books, to the position/job title assigned?

» Who is your audience?

» Where will you share this poster?

» How are you going to create your poster?

» Will you use a template?

» What colors and font will you use?

» What can you do to capture the attention of your audience?

CREATION TIPS

» Use fonts like Arial, Calibri, or Helvetica. These fonts work better for posters and PowerPoints/Slide Programs.

» Write Headings and Promotional Statements using a 48-point font or larger.

» Use a 30-to-36-point font for longer narrative/informational text.

» Remember, posters, even informational ones, have the purpose of grabbing one's attention. Fewer words are better.

» Avoid mixing low-contrast colors. For example, don't place yellow text against a white background. Doing that will make your text difficult to read.

Lesson Extensions

- Use the vocabulary and create a crossword /puzzle with terms that specifically relate to your topic.

- Rewatch the video of your assigned topic/job title. Write a slogan or "catchphrase" that is specific to your given topic/job title.

- Create a new poster or slide that emphasizes and promotes the slogan or "catchphrase" you created. Extra points will be given if vocabulary terms are incorporated into the poster/slide.

- Using a new premise – Libraries Bring Communities Together – create a new poster connecting this premise to your favorite topic/job title.

- Role Play - Pretend you are a library employee given the task of hiring a person for one of the job titles highlighted in the video. Write a series of questions that an employer might ask a potential employee for the job position. OR..... Pretend you are a potential employee who wishes to be hired for an open job position in the library. Create a resume and be prepared to be interviewed by a person representing the library. Video tape the interview.

Richland Library

VIDEO TERMS

1. **Accountant –** A person who checks and takes care of business records and how money is spent and received.
2. **Access –** The right or ability to enter, look at, or use something.
3. **Applicant –** A person who seeks something, like a job position.
4. **Archival –** A collection of records or information that is stored somewhere.
5. **Authentic –** Real, genuine, or true.
6. **Behind-the-Scenes –** Working out of public view.
7. **Book Joy –** The happiness a person feels when finding a book that is enjoyable to look at or read.
8. **Career –** The work a person chooses to do.
9. **Career Coach –** A person who helps people discover what they are passionate about and teaches skills that help people prepare for employment.
10. **Chief Operations Manager –** This person handles the daily business of a company, working closely with department heads and supervisors to help in the day-to-day activities of employees.
11. **Coach –** A person who trains and teaches others.
12. **Community –** A particular area where a group of people live.
13. **Communication Staff –** People who interact with the public and the media to promote a positive awareness of what a company accomplishes and the good things a company provides for the public.
14. **Connect –** To join, link.
15. **Coordinator –** A person who arranges and selects things or people, so they work well together. A coordinator can also group people and events to work to reach a common goal.
16. **Delivery Driver –** The person responsible for transporting goods to customers.
17. **Detective –** An investigator who is given the task of obtaining information and evidence.
18. **Digital –** Information that is available in electronic form; readable and manipulated by computer.
19. **Empathy –** Identification with or sharing of another's feelings, situation, or attitudes.
20. **Employment –** An occupation by which a person earns a salary, work.
21. **Enhance –** To improve or add to the quality, value, or attractiveness of something.
22. **Experience –** Something that a person has done or lived through.
23. **Fiberworks Space –** A space where library patrons to sew, dye, quilt, and work with fabrics with the assistance of an instructor or independently.
24. **First-hand knowledge –** To be present, see or experience something.
25. **Goal –** A result or end that a person wants and works for, an aim or purpose.
26. **Hands-On –** Direct involvement or participation.
27. **Hispanic –** Relating to people of Spanish-speaking descent.
28. **Hispanic and Latino Outreach Coordinator –** This person builds relationships and makes connections to Hispanic/Latino communities.
29. **Information –** Knowledge or facts that come from a source.

30. Job Interview – A conversation between a job applicant and a representative of an employer to decide whether an applicant should be hired.
31. Latino – Relating to people of Latin American origin or descent, especially those living in the United States.
32. Leadership – A person who guides or directs a group, the function of a leader.
33. Librarian – A person trained to work in a library who assists individuals with a variety of needs. Often, a librarian takes care of a special collection of books or materials.
34. Library – A place set apart to contain books, periodicals, and other material for reading, viewing, listening, study or reference.
35. Literacy – The state of being literate, especially the ability to read and write. It can also refer to one's knowledge of a particular subject or field.
36. Maker's Studio/Fabrication Studio – A space open to library patrons where classes are offered, or individuals may work independently. The Maker's Space includes 3D printers, air compressors, and various woodworking tools and saws.
37. Media Arts – Artistic expression that includes still and moving images, sound, text, archival materials, interactive design, and even 3D objects and experiences.
38. Media Arts Coordinator – Someone who oversees all aspects of the media arts studios including the production, recording, and editing of the varied programs included in media arts.
39. Mystery – Anything that is kept secret or remains unexplained or unknown; something that is puzzling.
40. Open Space – The library as an "open space" indicates the library is a place where thoughts, feelings, and beliefs are openly shared, can be researched, and are expressed in a variety of creative ways.
41. Outreach – Activity that brings services and programs to a community.
42. Passionate – Having or showing strong emotions or feelings about something.
43. Patron – A person who is a customer, especially a regular one. Some patrons help institutions, like libraries, with gifts or by volunteering their support using their talents.
44. People skills – Skills that allow people to communicate with others more effectively.
45. Practice – The doing of an activity many times to become skilled at it.
46. Production Stage/Post Production Lab – A space where library patrons can create and edit media projects, some of which include audio, photo, video, and mobile applications, using professional software.
47. Recommendation – A statement that shows positive acceptance of a person, place, or event.
48. Research – Careful study of something to find out information about it.
49. Resume – A short descriptive summary of experiences and qualifications a person lists to show a future employer why they should be hired for a job.
50. Safety Staff – People who work closely with employees to oversee procedures that keep everyone in an office or place of business safe.
51. Source – One who has knowledge about a subject. The best sources have first-hand knowledge.
52. Spanish – The language of Spain and Spanish America.
53. Strategist – Someone with a lot of skill and experience in planning.
54. Studio Services – Spaces in the library where library patrons can attend classes or work independently. Services focus on creative entrepreneurship, writing, media, as well as the programs and tools offered in the various studios.
55. Team – A group formed to work together.
56. Thrive – To do well or be successful.

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Librarian

GRADE 4 – COMMUNICATION

Meaning and Context (MC) - Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternative viewpoints

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.

3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.

GRADE 4 - LANGUAGE, CRAFT, AND STRUCTURE (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.

4.3 Identify how and why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.

Career Coach

GRADE 4 – COMMUNICATION

Meaning and Context (MC) - Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.

1.2 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.

1.3   Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.

1.4   Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.

1.5   Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

GRADE 4 – WRITING

Language (L) Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Chief Operations Manager

GRADE 4 – COMMUNICATION

Meaning and Context (MC) - Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

Hispanic and Latino Outreach Coordinator

GRADE 4 – WRITING

Meaning, Context, and Craft (MCC) Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Media Arts Coordinator

GRADE 4 – COMMUNICATION

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.

3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.

Strategist

GRADE 4 – COMMUNICATION

Meaning and Context (MC) - Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternative viewpoints.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.

RUBRIC

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Coverage of the Topic

4	3	2	1	ASSESSMENT
Details on the poster capture the important information about the topic and increase the audience's understanding.	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.	Details on the poster have little or nothing to do with the main topic.	

Use of Graphics

4	3	2	1	ASSESSMENT
All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.	

Organization - Connections

4	3	2	1	ASSESSMENT
Information is very organized and clearly connects the central premise to the job title assigned.	Information is organized but some connections are unclear.	The information makes the connections between the premise and job title difficult to understand.	The information appears to be disorganized. Few connections can be made between the premise and the job title.	

Layout and Design

4	3	2	1	ASSESSMENT
All information on the poster has clear text and can be viewed and easily identified from 6 ft. away.	Most of the information on the poster has clear text and the content is easily viewed and identified from 6 ft. away.	Most of the information on the poster has clear text and the content is easily viewed and identified from 4 ft. away.	Much of the information on the poster is unclear or too small.	

Group Dynamics

4	3	2	1	ASSESSMENT
The group worked well together, sharing responsibilities. The group was cohesive in their collaboration. The task was completed on time.	The group had a few issues sharing tasks, but the group worked through issues, and the task was completed on time.	The group clearly had some individuals who completed more tasks than others. Little collaboration was observed. The task was late.	The group was dysfunctional, little collaboration was observed, and the task was late, and/or not completed.	

Mechanics

4	3	2	1	ASSESSMENT
No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	

Adapted from **read*write*think** – http://rubistar.4teachers.org/index.php