

Hello Helena History! (4th Grade) (1)

By Jill Hanson, Teacher Librarian, CR Anderson Middle School, Helena, MT (2)

Curriculum/Subject of Lesson (3), Grade Level of Lesson (4), Lesson Duration (5)

The focus of this unit is the history of our community and how that history has shaped our community today. By co-teaching and using both classroom time and library time, the 4th grade classroom teacher (CT) and the library teacher (LT) anticipate this to be a 10 day inquiry into Helena's past.

Lesson Materials/Resources (6)

Last Chance Train Tour field trip
 "Helena Takes Flight" drone video on YouTube
 Mac Computer Lab
 Print resources found in library
 Internet
 Inquiry Journals, Logs, Chart
 Inquiry Journal Prompts
 Carol Kuhlthau's Self Reflection – Inquiry Tools
 Carol Kuhlthau's 5 Kinds of Learning Rubric

Lesson Overview/Rational (7), Essential Questions/Focusing Questions of Lesson (8), Goals (9) Objectives (10), Standards (11)

By researching the historic places, people and events of Helena, MT, our students will discover the rich culture that created our town and how that history lends itself to a better understanding of our community today. Essential Questions will be driven by student interest but we anticipate them to include:

- How did the city of Helena come to be?
- Who settled here? Why?
- What were the people like?
- What did they do?
- Did they get along?
- What did they eat/hunt?
- What did they do for fun?
- Was it dangerous?
- Were there Native Americans here? Which tribe? What were they like?
- How and/or does our history still impact the city?

By the end of this unit, students will present their findings to their classmates in a format driven by their interests in the unit topic. Presentations will take place in a culminating day of "Helena Then and Now."

This unit is designed for 4th grade students who receive social studies instruction 50 minutes on a daily basis with their CT, and library instruction 50 minutes on a weekly basis with their LT. The CT and LT have collaborated to create a unit that will incorporate the following national and state standards:

Standards National: NETS-S

- Students apply digital tools to gather, evaluate, and use information.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

National Standards: 21st Century AASL

- Students will inquire, think critically, and gain knowledge.
- Students will draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- Students will share knowledge and participate ethically and productively as members of our democratic society.
- Students will pursue personal and aesthetic growth.

State Standards: MT Library/Information Standards:

- Students will be able to identify the task and determine the resources needed.
- Students will locate resources, and use information to present findings.
- Students will evaluate the product and learning process.
- Students will use information safely, ethically and legally.
- Students will pursue personal interests through literature and other creative expressions.

State Standards: MT Technology

- The student will use digital tools and resources for problem solving and decision making.
- The student will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.
- The student will possess a functional understanding of technology concepts and operations.

State Standards: Social Studies Content Standards:

- “Students need to understand their historical roots and how events shape the past, present, and future of the world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Students gain historical understanding through inquiry of history by researching and interpreting historical events affecting personal, local, tribal, Montana, United States, and world history.”
- Students will demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
- Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Technology Used (12)

Mac Computer Lab, Internet

Collaboration (13)

Library Teacher and 4th Grade Classroom Teacher

Anticipatory Set/Object Based Learning (Lead-In) (14), Process Model and Information and Technology Literacy Activities (15), Step by Step Activities and Process Models (16)

This unit will follow the outline of the Big6 research process as well as the inquiry process. The Big 6 divides the research process into 6 categories, those being task definition, information-seeking strategies, location and access, use of information, synthesis, and evaluation. In the daily outline below, I will indicate which processes are being utilized as the activities are explained.

Days One and Two: (Open, Engage, and Immerse/ Task Definition) Students will take a field trip on the [Last Chance Tour Train](#) in Helena (This will be funded by the Parent Teacher Organization.) This tour offers a fun and informational overview of Helena’s colorful history and many of its historic places, buildings, and people. Upon return, students will participate in a class discussion of what they saw and learned and what most interests them. A chart will be made of topics that students are interested in exploring. This chart will consist of a question bank generated by students and the building of vocabulary words connected to the unit. This chart will later be used to create smaller inquiry circles providing students an opportunity to share and question with others in their group. After the class discussion, and by referring to the previously mentioned chart, students will begin recording their thoughts in their inquiry journals. Inquiry journals will be used to answer such prompts as suggested by Carol Kuhlthau:

Inquiry Journal Prompts	
Inquiry Journal Prompts	Interesting Ideas to Explore
Write three things you learned in today's session.	I learned that...
Write about something that surprised you or was new to you.	I was surprised that...
Write something that you already knew about. Tell how you know.	I knew that...
List some ideas that seem interesting to you.	Interesting ideas I have are...
List ideas that you want to know more about.	I would like to know more about...

Day Two: (Task Definition and Information Seeking Strategies) As a brief review of the sights seen on the tour train, students will watch the YouTube video “[Helena Takes Flight](#).” This drone video provides a beautiful overview of Helena in various seasons and shows many of the neighborhoods the students live in as well as the buildings and areas viewed on the Last Chance Tour Train. Using the chart created after the field trip, students will decide which topic they would like to investigate further. Though these topics are driven by student interest, examples may include:

- Architecture
- Mining
- “Haunted Helena”
- Indigenous Tribes: Salish, Blackfeet

- Early Fires and Their Impact
- Vigilantes/Law and Order
- Railroads
- The Arts Community Then and Today
- Outdoor Activities (hiking, hunting, fishing, skiing)

Students will then break up into their areas of interest and begin a discussion of what they want to learn about their topic (inquiry circle). They will share, within their circle, ideas they wrote previously in their inquiry journals and begin to brainstorm presentation ideas.

Days Three, Four, and Five: (Information Seeking Strategies/Location and Access/Use of Information) (Immerse, Explore, Identify, Gather)

Students will be introduced to the Helena history print resources available in the library as well as the online wiki "[Helena as She Was](#)." Students will begin to explore their chosen topics using these valuable and informative resources. Print resource instruction will include review of tools within a book such as the Table of Contents, index, paragraph headings, and captions under pictures. Students will record their findings in their inquiry journals and inquiry logs. After each session, students will convene in their inquiry circles to share findings with the group and begin creation of their presentations. Students will use EasyBib to create their Works Cited document.

Days Seven and Eight: (Use of Information, Synthesis) Students will finalize their presentations and prepare for final sharing. This culminating activity will consist of a celebratory "Helena Then and Now" day of presentations.

Day Nine: (Synthesis) The entirety of day nine will consist of group presentations. Presentations may include:

- Indigenous Tribal Culture and Customs
- Mining Demonstration
- Artistic Performances
- People Who Shaped Helena (skits, plays, character speeches)
- Newscasts
- iMovie
- Recreational Travel/Activities

Lesson Closure/Object Based Learning (Reflect Anticipatory Set) (17)

Day Ten: (Evaluation) Students will self-assess their products and performances through inquiry circle and inquiry community discussions. Self-assessment will follow Carol Kuhlthau's example of Self-Reflection-Inquiry Tools such as:

- Writing in my inquiry journal helped me to...
- The inquiry chart was most useful to me when...
- My inquiry log was useful because...
- The inquiry circles helped me to...
- The inquiry community was helpful to me because/when...
- Inquiry presentations were useful because...

Inquiry circles will share their self-assessments with the entire inquiry community.

Lesson Evaluation/ Assignments/Handouts/Teaching Materials (18)

Throughout the entire unit, the LT and the CT will observe and monitor student progress. This will be done by observing, modeling, listening, encouraging and guiding. Specific observations will be recorded and discussed and will focus on:

- How is the inquiry circle doing? LT and CT will model, listen, and encourage productive work. LT and CT will continually assess and look for evidence that the inquiry is moving into deep learning.
- What are the learners doing? LT and CT will review progress in inquiry logs and journals

LT and CT will create a rubric for final evaluation. Rubric will be based on Carol Kuhlthau's Five Kinds of Learning Rubric (see page 6).

Connection to Other Curricular Areas (19)

Curricular area connections to history, art, and physical fitness will be achieved through the various group presentations. Technology and Library connections will take place throughout the research and synthesis stages.

Adapted Learning (20)

Students with learning disabilities will participate in all aspects of this unit. Classroom aides who assist students with particular physical disabilities will accompany those students on the field trip and to the library during times of research and instruction.

Gifted students will be given the opportunity to act as communicator between the inquiry circles and the CT and LT, alerting the CT and LT of issues the circles may be having. They will also assist the LT in the preparation of pulling library print resources for the unit as well as finding additional materials that may be obtained through the public library.

CT and LT Evaluation Rubric

Five Kinds of Learning Rubric				
1 Basic	2	3 Approaching 4	5 Proficient 6	Advanced 7
Repackages information. Reports on unconnected facts.		Mostly reports on facts. Makes some connections between facts	Shows understanding of content understudy. Uses facts and evidence to support ideas, theory, or maintain a position.	Extends concepts and ideas. Demonstrates ability to transfer concepts learned into other areas of study, disciplines, or topics
Shows minimal reflection on own thoughts feelings, and actions in journal; does not display growth		Reflects in journals on thoughts, feelings, and actions through the process. Inconsistent use of introduced strategies. Needs support.	Reflects in journal and shows improvement and understanding of own interaction across the process. Applies new strategies to work through process.	Shows growth in understanding of self as learner. Applied strategies and independently chooses strategies to use within the process to learn through inquiry.
Shows minimal ability to use information literacy skills to impact the learning. Needs further assistance and support.		Inconsistent use of information literacy skills needed in this unit. Some concepts acquired as evidenced by inquiry tools.	Uses and shows an understanding of information literacy concepts and skills addressed or necessary in this unit.	Applies information concepts and skills addressed to accomplish deeper learning.
Employs basic literacy and communication skills throughout the inquiry. Uses some areas of literacy (reading, writing, listening, viewing, and speaking) to participate and learn		Uses all areas of literacy (reading, writing, listening, viewing, and speaking) to understand material and participate and learn in the inquiry community	Uses literacy and communication to effectively reflect on inquiry, understand content, collaborate with others, present information, and learn	Applies literacy and communication skills show a complex understanding; collaborates with others; creates an impactful argument with support; and shares learning with others. Articulation of reflection shows a growing understanding of self as a learner.
Needs continual support and reminders to contribute and work with others in the inquiry community		Inconsistently contributes to the inquiry community and inquiry circle. Inconsistent preparation for the meetings. Or needs to work on collaboration.	Contributes as a functioning member of the inquiry circle and inquiry community. Adds to the collaboration.	Actively contributes and participates in all aspects of the inquiry community. Takes initiative for learning and group. Shows empathy and supports others learning.

Works Cited (21)

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