Unit Title: Advanced Placement English Literature and Composition: Literary Criticism Analysis and Response to Dostoevsky's *Crime and Punishment*

Unit Overview: The librarian and 12th Grade - Advanced Placement English Literature and Composition teacher collaborate on a unit, which aligns with, not only Common Core Standards, Vermont's Framework of Standards and Learning Opportunities, but also the four AASL Standards, which are to “Think, Create, Share, and Grow.” When the librarian and teacher achieve the last standard, “Growth,” they will then know that they have been successful in teaching information literacy. This is applicable for this unit, because Advanced Placement students should engage in critical thinking and grow as a result of this process.

The students are reading *Crime and Punishment* by Fyodor Dostoyevsky, which is a novel of quality and complexity. After completing the book, students are to read, analyze, actively engage in discussions with the content teacher and other students, and respond to a number of literary criticisms, in regard to thematic patterns, which become the focus of inquiry in relation to the meaning of the book. The librarian will create differentiated lessons to get students to the final “growth” stage of informational literacy.

Grade Level: 12th Grade - Advanced Placement English Literature and Composition

Content Area: Advanced Placement Literature and Composition

Content Topic: Literary - Thematic Patterns (Crime and Punishment)

Objective Classification: Cognitive Domain (Revised Bloom’s Taxonomy)
Observable Learning Target/Objective: The student will read the novel Crime and Punishment by Fyodor Dostoevsky and at least three associated critical essays. Given the book Crime and Punishment (print), literary criticism books, the library computer lab, with wireless internet connection to websites, and scholarly reference database journals/articles, ebooks/books, worksheets, online note cards, the student will conduct an inquiry-based research process. The student will apply critical thinking skills to analyze, evaluate, synthesize, and organize pertinent information, to construct new understandings of thematic patterns in the readings, such as social issues, morals, religions, and ultimately connect this to the meaning of the book and to understandings of the real world in which they live. The student will write a paper, four to five pages in length, which consists of a thesis statement, conclusions, considered from diverse and global perspectives, drawn from the inquiry-based research process, to include supporting evidence, and all new knowledge created by the student.

Instructional Goals:
Students will:
1. Read the novel Crime and Punishment by Fyodor Dostoevsky.
2. Read at least three critical essays pertaining to Crime and Punishment.
3. Learn to locate print resources utilizing the online library catalog and the Vermont Department of Libraries.
4. Utilize library computer lab/websites and scholarly databases.
5. Learn to evaluate websites/sources of literary critical essays.
6. Complete assigned worksheets.
7. Conduct an inquiry-based research process.
8. Acquire new knowledge.
10. Analyze pertinent information.
11. Evaluate pertinent information.
12. Synthesize pertinent information.
13. Use online organizational tools, as instructed.
14. Organize pertinent information
15. Organize information into larger concepts or ideas.
17. Connect new understandings to the information collected and the real world.
18. Create a thesis statement.
19. Write four to five page paper.
20. Use diverse and global perspectives when drawing conclusions/personal views on a thematic issue.
21. Provide supporting evidence for conclusions.
22. Create new knowledge and achieve personal growth.
23. Self reflect.

Resources:
2. Worksheets.
3. Online note card and conceptual/mind mapping tools.
4. Websites/Internet/Apps
5. Scholarly databases: Gale, SIRS, Credo, and Gale - Literary Criticism Online
6. Print - Library Online Catalog and Vermont Department of Libraries

Assessment:
1. The inquiry-based research process will be evaluated using an analytic scoring rubric.
3. Self-Assessment Strategies: Students will be asked to self reflect on their research process, addressing specific questions.

Differentiation Methods:

Librarian will use visuals projected on the screen. Students will actively engage in activities utilizing, both visual and audio online tools. They will also have the opportunity to use paper and markers if preferred, for conceptual/mind mapping. Databases are equipped to translate text for English Language Learners and provide an audio option for visually challenged students. The librarian and teacher will work closely together to model the information seeking process and have constant teacher - student interaction, necessary to build strong relationships with the students, which is critical to understand their learning styles and needs.
Standards:

AASL Standards for the 21st-Century Learner

The first of the AASL Standards for 21st Century Learners: Inquire, think critically, and gain knowledge

1.1 Skills:

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.2 Dispositions in Action:

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

1.2.6 Display emotional resilience by persisting in information searching despite challenges.

1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3 Responsibilities

1.3.1 Respect copyright/ intellectual property rights of creators and producers.

1.3.2 Seek divergent perspectives during information gathering and assessment.
1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.3 Monitor gathered information, and assess for gaps or weaknesses.

1.4.4 Seek appropriate help when it is needed.

Standard 2:  Draw Conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

Skill Point:  2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Dispositions:

Indicator 2.2.1: Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

Sample behaviors

• Realize that Web searching and book searching require different skills and adapt accordingly.
• Detect conflicting information and access resources that contribute to thoughtful conclusions.

Stages of development

Stage 1 – Use the same strategies for searching regardless of the format or medium and the appropriateness/comprehensiveness of the information for drawing a conclusion.
Stage 2 – Adjust search strategies depending on the format or medium being used, but tend not to resolve conflicting or unclear findings.

Stage 3 – Detect conflicting information and retrieve data to resolve or clarify findings; independently adapt search techniques to locate necessary information in different formats.

Indicator 2.2.2: Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

Sample behaviors

• Explore a wide range of possible conclusions and analyze the evidence to support them.
• Bring together information to solve a problem or reach a conclusion.

Stages of development

Stage 1 – Identify one possible conclusion but require considerable guidance from the teacher or librarian to come up with other possibilities.

Stage 2 – Identify more than one possible conclusion but require considerable guidance from the teacher or librarian in figuring ways to determine which conclusions can actually be supported.

Stage 3 – Identify a range of possible conclusions and determine techniques to test them against the evidence with limited help from the teacher or librarian.

Indicator 2.2.3: Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

Sample behaviors

• Recognize fallacies in logic.
• Identify misleading information and gaps in information that lead to inaccurate conclusions.
• Read widely from varied sources to pinpoint inaccurate information.

**Stages of development**

**Stage 1** – Draw questionable conclusions based on shallow or incomplete evidence.

**Stage 2** – Draw plausible conclusions but need help from the teacher or librarian to articulate how the evidence supports those conclusions.

**Stage 3** – Draw conclusions or make decisions based on clearly documented evidence drawn from a range of appropriate resources.

**Responsibilities:**

2.3.1: Connect understanding to the real world.

2.3.2: Consider diverse and global perspectives in drawing conclusions.

**Standard 4:** Pursue personal and aesthetic growth.

**Skill Point:** 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

**Indicator 4.2.3:** Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

**Sample behaviors**

• Willingly accept diverse points of views and ideas and carefully analyze them.
• Modify personal view or conclusion based on the analysis of new information and evidence.

**Stages of development**

**Stage 1** – Acknowledge opinions of other people on a particular topic or issue.

**Stage 2** – Consider both documented evidence as well as other people’s views on a particular topic or issue in developing a personal opinion.
Stage 3 – Develop a personal view on a topic or issue by taking into account documented evidence and views expressed by others and by pursuing additional and divergent information”

**AASL 21st Century Learning Standards 2.4 Self Assessment Strategies:**

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process, and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

**Vermont’s Framework of Standards and Learning Opportunities:**

1 Communication Standards

**Reports**

1.8 In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students:

<table>
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<th>Prek-4</th>
<th>5-8</th>
<th>9-12</th>
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| 1.8.a. Analyze a situation based on information gathered, and suggest a course of action based on the information; | Evidence Prek-4 applies, plus-  
1.8.f. Organize information gathered through reading, interviews, questionnaires, and experiments so that a reader can easily understand what is being conveyed; | Evidence Prek-8 applies, plus-  
1.8.j. Use a variety of strategies to develop the report; and  
1.8.k. Organize text in a framework appropriate to purpose, audience, and content. |
| 1.8.b. Discuss a situation or problem, then predict its possible outcomes based on information gathered. | 1.8.g. Establish an authoritative stance on a subject, and appropriately identify and address the reader's need to know; | 1.8.h. Include appropriate facts and details, excluding extraneous and inappropriate information; and  
1.8.i. Develop a controlling idea that conveys a perspective on the subject. |
| 1.8.c. Engage the reader and develop a controlling idea; | 1.8.d. Use appropriate organizing structures; and | 1.8.e. Use a range of appropriate elaboration strategies such as including appropriate facts and details, describing the subject or narrating a relevant anecdote. |
1.18 Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.

**Research**

1.19 Students use organizational systems to obtain information from various sources (including libraries and the Internet). This is evident when students:

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<th>Prek-4</th>
<th>5-8</th>
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1.19.a. Recognize and define their need for information;

1.19.b. Develop an effective search strategy to satisfy their informational needs;

1.19.c. Conduct effective searches for information and ideas;

1.19.d. Evaluate information for timeliness, relevance, bias, accuracy, quality, and accessibility;

1.19.e. Synthesize and organize information;

1.19.f. Present information in appropriate formats;

1.19.g. Evaluate the information literacy process; and

1.19.h. Demonstrate the ethical use of information technology, including citing sources and respecting copyright.

| Evidence Prek-4 applies. | Evidence PreK-4 applies. |
Communication of Data

1.20 Students use graphs, charts, and other visual presentations to communicate data accurately and appropriately.

Common Core Standards:

CC.7.R.I.9 Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CC.8.W.2.a Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CC.9-10.R.I.3 Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.11-12.R.L.2 Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence form literary or informational texts to support analysis, reflection, and research.

Essential Questions:

1. How do you find reliable literary criticism articles necessary to analyze, reflect, and respond to the thematic patterns of Dostoevsky's *Crime and Punishment*? (lesson 1)

2. How will I effectively take notes to ensure that my research process and final paper are a success? (lesson 2)

3. How will you demonstrate that you have kept an open mind, "willingly accept diverse points of views and ideas, and analyze" this information reflected by the different authors? (lesson 3)
4. How will you prove that you have “considered both documented evidence, as well as other people’s views on a particular topic or issue in developing a personal opinion?” (lesson 3)

5. What new knowledge did you acquire to achieve personal growth? Are you able to “develop a personal view or conclusion on a thematic issue, by taking into account documented evidence and views, expressed by others, and by pursuing additional and divergent information?” (lessons 3 & 4)

**Assessment:**
1. The librarian will assess the inquiry-based research process by utilizing an analytic scoring rubric.
2. Self-Assessment Strategies: Students will be asked to self reflect on their research process, addressing specific questions utilizing the AASL 21st Century Learning Standards 2.4 Self Assessment Strategies.
3. The teacher will assess the writing piece of the final paper.

**Collaborative roles:**

The teacher will have the students read the book Crime and Punishment and conduct daily discussions, regarding the book. Students will take notes and begin formulating their idea for the paper from discussions and notes.

The librarian will teach the students how to conduct their research I will teach a Literary Criticism Pathfinder Lesson and Print/Website Evaluation, to ensure they know how and where to find literary criticism. Using online tools I will teach students note taking skills to record and organize important information found. The next lesson will then be on how to effectively analyze, provide evidence, and make new connections to the information collected, by having students generate a conceptual/mind map. This step will be crucial in helping students produce the growth necessary for this literary study. Students will then present and share their final paper and produce a self reflection piece on their particular study.

**Instructional Sequence:**

The instructional sequence will consist of:

1. Reading/discussing the book with the teacher and classmates for nine - ninety minute block session.
2. Lesson #1: Literary Criticism Pathfinder Lesson and Website Evaluation. One - Ninety Minute Block.

3. Lesson #2: Note Taking Lesson with Evernote. One - Ninety Minute Block.


5. Lesson #4: Final Paper Synthesis. Five 90 Minute Blocks to conduct research synthesis and write paper.

6. Final Presentation: One - Ninety Minute Block.

7. Student - Self Assessment. One - Ninety Minute Block.

Works Cited:


Lesson #1:

Lesson Title: Literary Criticism Pathfinder Lesson and Website Evaluation

Overview/Learning Objective:

Students will learn how to find reliable literary criticism essays. Given the library computer lab, with internet connection to websites, and scholarly reference databases, journals/articles, books and worksheets, students will conduct an inquiry based, information seeking process, used to locate and evaluate resources. Students will find at least three literary criticism essays, necessary to analyze, reflect, and respond to thematic patterns of Dostoevsky’s Crime and Punishment.

Instructional Goals:

1. Students will learn to confidently search and locate a minimum of three literary critical essays in the Gale, SIRS, Credo, and Gale - Literary Criticism Online databases and/or with print resources (books).

2. Students will learn to evaluate websites/sources of literary critical essays.

3. Students will learn to locate print resources utilizing the online library catalog and the Vermont Department of Libraries.

Standards:

The first of the AASL Standards for 21st Century Learners: Inquire, think critically, and gain knowledge

1.1 Skills:

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
1.2 Dispositions in Action:

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

1.2.6 Display emotional resilience by persisting in information searching despite challenges.

1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3 Responsibilities

1.3.1 Respect copyright/ intellectual property rights of creators and producers.

1.3.2 Seek divergent perspectives during information gathering and assessment.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.3 Monitor gathered information, and assess for gaps or weaknesses.

1.4.4 Seek appropriate help when it is needed.
CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

**Time:** One - Ninety Minute Block to teach pathfinder and print and website evaluation process.

**Essential Question:** How do you (the student) find reliable literary criticism articles necessary to analyze, reflect, and respond to the thematic patterns of Dostoevsky's *Crime and Punishment*?

**Materials and Resources:**

1. Websites/Internet

2. Scholarly databases: Gale, SIRS, Credo, and Gale - Literary Criticism Online

3. Print - Library Online Catalog and Vermont Department of Libraries


5. Keynote presentation.

[Digital link: Literary Criticism Pathfinder-2.key]

**Procedure:**

1. Librarian will present above Keynote - Literary Criticism Pathfinder - to students, utilizing a wireless overhead projector.

2. Students will be seated at desktops located in front of computer screens, whereby they will access the same Keynote presentation, which has been previously forwarded to them via school email.

3. Librarian will proceed page by page through Keynote presentation.
4. Librarian will click on each link - to each database, webpage or library catalog - to show students how to effectively search for literary criticism essays.

5. Students will follow along (also, clicking on each link) on their computers to ensure they understand the necessary information path, (in the keynote presentation) to succeed in finding the necessary literary criticism essays.

6. Collaborating teacher will stand behind students and their computer screens, to ensure that students are on task and efficiently locate the necessary resources in the pathfinder, along with the librarian.

7. Librarian will question students on an individual basis, note student reactions, facial expressions, and gestures, to ensure that they understand the search process and where to access information.

8. Librarian will hand out Worksheet 3.1 Evaluation Flowchart and Checklist - Hunt (58-59) - to each student.

9. Librarian will explain the five criteria necessary to evaluate print and website sources.

10. Students will examine two contrasting websites (www.thekingcenter.org and www.martinlutherking.org) with the librarian and collaborating teacher, via the overhead projector, and simultaneously at their own computer desktops. Students will answer questions asked by the librarian, collaborating teacher, and from the worksheets to evaluate each of the two websites. Students will be actively engaged throughout the evaluation process.

11. Students will turn in worksheets to librarian, once all sources have been located and evaluated.

**Assessment:** Rubric to be utilized by librarian and teacher. Self assessment/reflection to be completed by student.
<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Total</th>
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<tbody>
<tr>
<td>Critical Essays</td>
<td>Student was not able to locate one literary</td>
<td>Student was able to locate one literary</td>
<td>Student was able to locate two literary</td>
<td>Student was able to locate three literary</td>
<td>Student was able to locate more than three literary</td>
<td>/34</td>
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<td>essay</td>
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<tr>
<td>Scholarly information</td>
<td>Student did not attempt to use one scholarly</td>
<td>Student used two scholarly sources of</td>
<td>Student used three scholarly sources of</td>
<td>Student used four or more scholarly sources of</td>
<td>Student used four or more scholarly sources of</td>
<td>/33</td>
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<tr>
<td>Worksheets</td>
<td>Student did not complete worksheets.</td>
<td>Student partially completed worksheets.</td>
<td>Student was able to complete worksheets with 75% of the answers correct.</td>
<td>Student was able to complete worksheets with few errors.</td>
<td>Student completed worksheets with no errors.</td>
<td>/33</td>
</tr>
</tbody>
</table>

**Self Assessment/Reflection:**

1. How do you (the student) find reliable literary criticism articles necessary to analyze, reflect, and respond to the thematic patterns of Dostoevsky's *Crime and Punishment*?

2. Did you find you had access to all the research you wanted/needed?
3. Where exactly did you find your sources?

**Collaborative Roles:**

The librarian will teach where all the necessary resources are located and how to evaluate such resources, and answer any questions students may have.

The teacher will ensure students are on task at their computers, while librarian is teaching, and help answer any questions students may have.

**Differentiation Methods:**

Librarian will use visuals projected on the screen. Students will actively engage in activities utilizing, both visual and audio online tools, while seated at the computer desktop. Databases are equipped to translate text for English Language Learners and provide an audio option for visually challenged students. The librarian and teacher will work closely together to model the information seeking process and have constant teacher - student interaction, necessary to build strong relationships with the students, which is critical to understand their learning styles and needs.

**Sources/Work Cited:**


Lesson # 2: Note Taking

Overview/Learning Objective: Students will learn how to take notes effectively. Given the library computer lab, with internet connection to the website <http://evernote.com> students will learn how to record notes, utilizing either their computer/Ipad keyboard or by voice recording directly on the website. Students will take short, precise notes, from the book Crime and Punishment and three literary criticism essays of choice.

Instructional Goals:

1. Students will learn how and why it is important to take precise, effective notes, by learning to determine what is important and what is not.

Essential Question: How will I effectively take notes to ensure that my research process and final paper are a success?

Standards:

AASL Standard 2:

Skill Point: 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Dispositions:

Indicator 2.2.1: Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

Sample behaviors

• Realize that Web searching and book searching require different skills and adapt accordingly.
• Detect conflicting information and access resources that contribute to thoughtful conclusions.

**Stages of development**

**Stage 1** – Use the same strategies for searching regardless of the format or medium and the appropriateness/comprehensiveness of the information for drawing a conclusion.

**Stage 2** – Adjust search strategies depending on the format or medium being used, but tend not to resolve conflicting or unclear findings.

**Stage 3** – Detect conflicting information and retrieve data to resolve or clarify findings; independently adapt search techniques to locate necessary information in different formats.

**Common Core Standards:**

CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence form literary or informational texts to support analysis, reflection, and research.
April 20th, 2013

Lesson # 3: Conceptual Mapping for Thoughtful/Deep Analysis of Literary Criticism Essays

Overview/Learning Objective:

The student will learn how to create a conceptual/mind map for thoughtful/deep analysis of literary criticism essays. Given the library computer lab, with internet connection to the website <https://bubbl.us>, or an online conceptual/mind mapping website/app of choice, scholarly reference databases, journals/articles, books, and notes collected from lesson number two, the student will create an online conceptual/mind map. The student will utilize the conceptual/mind mapping tool to actively engage in critical thinking and ultimately achieve personal growth.

Instructional Goals:

1. Document and organize, and analyze all information and evidence collected, thinking through all facts and organizing these into larger concepts or ideas.

2. Accept and present/organize literary criticism essay author opinions/views in an organized/visual manner.

3. Reflect upon their own personal thinking, and when necessary “pursue additional and divergent information” to develop their own personal opinion.

4. Make new connections of information collected.
5. Acquire new knowledge, self reflect, and develop a personal view.

6. Ultimately achieve personal growth, by developing a conclusion on a thematic issue.

Standards:

AASL Standards for the 21st-Century Learner

Standard 2:  Draw Conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

Skill Point:  2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Skill Point:  2.1.2 Organize knowledge so that it is useful.

Skill Point:  2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

Skill Point:  2.1.4 Use technology and other information tools to analyze and organize information.

Skill Point:  2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Dispositions:

Indicator 2.2.1: Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

Sample behaviors

• Realize that Web searching and book searching require different skills and adapt accordingly.
• Detect conflicting information and access resources that contribute to thoughtful conclusions.

Stages of development
Stage 1 – Use the same strategies for searching regardless of the format or medium and the appropriateness/comprehensiveness of the information for drawing a conclusion.

Stage 2 – Adjust search strategies depending on the format or medium being used, but tend not to resolve conflicting or unclear findings.

Stage 3 – Detect conflicting information and retrieve data to resolve or clarify findings; independently adapt search techniques to locate necessary information in different formats.

Indicator 2.2.2: Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

Sample behaviors

- Explore a wide range of possible conclusions and analyze the evidence to support them.
- Bring together information to solve a problem or reach a conclusion.

Stages of development

Stage 1 – Identify one possible conclusion but require considerable guidance from the teacher or librarian to come up with other possibilities.

Stage 2 – Identify more than one possible conclusion but require considerable guidance from the teacher or librarian in figuring ways to determine which conclusions can actually be supported.

Stage 3 – Identify a range of possible conclusions and determine techniques to test them against the evidence with limited help from the teacher or librarian.

Indicator 2.2.3: Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
Sample behaviors

- Recognize fallacies in logic.
- Identify misleading information and gaps in information that lead to inaccurate conclusions.
- Read widely from varied sources to pinpoint inaccurate information.

Stages of development

Stage 1 – Draw questionable conclusions based on shallow or incomplete evidence.

Stage 2 – Draw plausible conclusions but need help from the teacher or librarian to articulate how the evidence supports those conclusions.

Stage 3 – Draw conclusions or make decisions based on clearly documented evidence drawn from a range of appropriate resources.

Responsibilities:

2.3.1: Connect understanding to the real world.

2.3.2: Consider diverse and global perspectives in drawing conclusions.

Indicator 2.2.4 Demonstrate personal productivity by completing products to express learning.

Standard 4: Pursue personal and aesthetic growth.

Skill Point: 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Indicator 4.2.3: Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

Sample behaviors

- Willingly accept diverse points of views and ideas and carefully analyze them.
- Modify personal view or conclusion based on the analysis of new information and evidence.
Stages of development

Stage 1 – Acknowledge opinions of other people on a particular topic or issue.

Stage 2 – Consider both documented evidence as well as other people’s views on a particular topic or issue in developing a personal opinion.

Stage 3 – Develop a personal view on a topic or issue by taking into account documented evidence and views expressed by others and by pursuing additional and divergent information.

Common Core Standards:

CC.7.R.I.9 Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CC.8.W.2.a Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CC.9-10.R.I.3 Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Time:** Two - 90 Minute Blocks

**Essential Questions:**

1. How will you demonstrate that you have kept an open mind, "willingly accept diverse points of views and ideas, and analyze" this information reflected by the different authors?
2. How will you prove that you have “considered both documented evidence, as well as other people’s views on a particular topic or issue in developing a personal opinion?”
3. What new knowledge did you acquire to achieve personal growth? Are you able to “develop a personal view or conclusion on a thematic issue, by taking into account documented evidence and views, expressed by others, and by pursuing additional and divergent information?”

**Materials and Resources:**

1. Websites/Internet/Apps
2. Computers, Wireless Projector with Screen
3. Scholarly databases: Gale, SIRS, Credo, and Gale - Literary Criticism Online
4. Print - Library Online Catalog and Vermont Department of Libraries
5. AASL 21st Century Learning Standards 2.4 Self Assessment
6. Final Assessment

**Procedure:**

1. Librarian will utilize a wireless overhead projector and laptop, to access websites or specific conceptual mind mapping apps.
2. Students will be seated at desktops located in front of screen and follow along on their individual desktops.
3. Librarian will instruct students to go to the website <https://bubbl.us>, although students are not required to use the website <https://bubbl.us>. Students may use other conceptual/mind mapping websites, or apps, of choice.

4. Librarian will explain to students that a conceptual mind map is a tool used to create a visually organized understanding of the subject at hand.

5. Librarian will explain and demonstrate on the website <https://bubbl.us> the process of creating a mind map and create a sample thereof.

6. Students will utilize notes taken in lesson two to create their own conceptual/mind map. The notes contain information that has been summarized, paraphrased, and cited by the student.

7. Students will analyze, sort and extract information/ideas from the notes. The information/ideas should include textual evidence found and the students’ interpretation of literary criticism essays by three or more authors.

8. The most important idea(s) should be drawn in the center of the map.

9. Less important ideas should be placed further out from the center in “descending order of importance.” Reichert (131)

10. According to Reichert, lines should be drawn to connect any idea or concept that “complemented” or “influenced” another. (131) Students should, therefore, draw lines to connect any ideas or themes between the three authors of literary criticism and the book *Crime and Punishment*.

11. Additional lines, which include yet more details, should be drawn off of any idea or concept, to facilitate deeper understanding.

12. Librarian will explain to the students, that this process of reading alternate viewpoints, analyzing, connecting ideas, and the synthesis of all information should actively engage the student, which will lead to further investigation of subject matter/reflection. Students, should, therefore, if necessary, search for new information to finds answers to new questions or ideas.

Teacher will assist with content analysis - within the process of mind mapping??

13. Librarian and teacher will work together to ensure that students have effectively developed their inquiry strategy and organized visualization thereof.
14. The librarian will explain that after the conceptual/mind mapping process is complete, students should be able to “develop a personal view or conclusion on a thematic issue,” which will lead to personal growth.

15. The students will self reflect utilizing AASL 21st Century Learning Standards  2.4 Self Assessment Strategies.

16. The librarian and teacher will give a final conceptual/mind mapping assessment for each student.

** If student does not choose to utilize the online conceptual/mind mapping tool, large white paper and colorful pencils/markers should be made available to draw the conceptual/mind map by free hand.

Assessments:

AASL 21st Century Learning Standards  2.4 Self Assessment Strategies:

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process, and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

Conceptual/Mind Mapping Assessment

| Question: | Yes | No |
Did student identify a theme from Dostoevsky’s *Crime and Punishment* and three literary critical essays?
Is the theme positioned in the center of the conceptual/mind map?
Is the student able to differentiate between larger key ideas and ideas of lesser importance?
Was the student able to connect thematic concepts/ideas together?
Did the student generate details and add to the conceptual map correctly?
Did the student consider multiple viewpoints on his/her conceptual/mind map?
Did the student provide supporting evidence for thematic concepts/ideas?
Is the student now able to make a conclusion or develop a personal view on a thematic issue?

Did the student acquire new knowledge and self reflect?

**Collaborative Roles:** The librarian will lead in the instruction/demonstration of the online conceptual/mind mapping tool. Both the librarian and the teacher will ensure that students understand the mind mapping process and that they are successful in achieving the instructional goals and learning objective. Teacher will....
Instruction Differentiation:

Librarian will model how to create a conceptual/mind map. The use of technology will motivate Net Geners and the visual will provide the “visual” information the students need for deep learning/comprehension, especially for students, who are considered to be visual learners.

Works Cited:


Lesson 4: Final Paper Synthesis

Time: Five 90 Minute Blocks to conduct research synthesis and write paper.

Teacher and librarian will work closely together - working one on one - with students to ensure that students are able to finish conducting the research process.

Standards:

CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Essential Question:** What new knowledge did you acquire to achieve personal growth? Are you able to “develop a personal view or conclusion on a thematic issue, by taking into account documented evidence and views, expressed by others, and by pursuing additional and divergent information?”

**Standard 2:** Draw Conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

1. Students will then proceed to search themselves. Librarian will answer questions and help students with their search, as necessary.

2. **Final Presentation:** One - Ninety Minute Block. Students will orally present their paper/share their knowledge to their entire class and both the teacher and the librarian. After each presentation both the librarian, teacher and students may ask questions. Student will then respond to questions asked. The librarian will take note of literary criticism authors, theme and evidence thereof, utilized in the presentation. Librarian will also take not of connections made to personal life or a message to the reader by Dostoevsky, validating new knowledge created or concluded from literary analysis.