Ellen Damlich

**A Plan for Justice**

I have created a Wiki that houses all the resources I gathered at:

<http://aplanforjustice.wikispaces.com/>

**Additional activities or products resulting from a teacher/librarian collaboration**

* *Student created memorials* –Document Attached
* *Concept Jigsaw Puzzle Model* for understanding complex problems. Document attached -This model is from Loertscher, Koechlin, Zwann’s book *Ban Those Bird Units*
* e.g. Should wetlands be restored or should all parts of New Orleans be rebuilt?

Students could explore differing viewpoints or distinct challenges to planning the future of New Orleans. They would divide into four groups. Each group would read a specific text on issues facing the city and future planning. Students would answer questions about their issue. New groups would form taking one student from each previous group. They would present their findings from the previous group to each other. They would answer challenging questions and make recommendations dealing with planning the future of New Orleans. Each group will each present its recommendation to the class.

* Student exit slips based on reading selections using wall-wisher (an electronic exit slip) examples: <http://wallwisher.com/wall/xse6v2asyc>

<http://wallwisher.com/wall/ds35jr0jf5>

**Support I would offer teachers in a research unit such as this one**

* Brainstorm ideas for student products from the unit
* Assist students in determining the issue they wish to research
* Work with them on thesis statements
* Aggregate all unit research resources on a website for the students/teacher
* Schedule with teacher to teach students how to use all pertinent CPS research databases (there are approximately four that are useful for this type of project). During the source-gathering portion of a research project, it’s often best to teach student to use two databases per day. Then give them time to find materials with support.
* Teach students to differentiate authoritative sources from less authoritative.
  + Primary vs. secondary sources
  + Print vs. electronic
  + Blogs and Wikipedia vs. websites that represent respected institutions in society
* Teach source citation of my colleague so desires (I’m fine with co-teaching all of these pieces)
* Collaborate with students/teacher to help students develop higher level inquiry/research questions
* Assistance with evaluation of final projects

Media texts are linked at:

<http://aplanforjustice.wikispaces.com/>

I have provided more than 10 non-fiction reading options, because generally, if I were planning a unit with a teacher, we would discuss the various texts and eliminate some of them after and settle on the best ones for the objectives.