Making Frameworks Work: Using the ACRL and Common Core Standards to Ease the Transition from High School to College

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http://hdl.handle.net/2027.42/123068
Making Frameworks Work: Using the ACRL Framework and Common Core Standards to Ease the Transition from High School to College

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Who We Are...

Liz Settoducaato

Deirdre Hirschtritt

University Library Associates (ULAs) at the University of Michigan Libraries
Context + Background

- Meaningfully integrate ACRL Framework into instruction
- Support students by bridging the gap between high school & college
- Turn standards students already know into a roadmap for successful research
Why Common Core Science?
<table>
<thead>
<tr>
<th>Common Core English Language Arts Standards » Science &amp; Technical Subjects » Grade 11-12</th>
<th>ACRL Framework for Information Literacy for Higher Education</th>
</tr>
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<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.RST.11-12.2</strong> - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</td>
<td>Research as Inquiry</td>
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<tr>
<td><strong>CCSS.ELA-LITERACY.RST.11-12.5</strong> - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</td>
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<td><strong>CCSS.ELA-LITERACY.RST.11-12.6</strong> - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</td>
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### Crosswalks and Correlations (2)

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<td><strong>CCSS.ELA-LITERACY.RST.11-12.4</strong> - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</td>
<td><strong>Information Has Value</strong></td>
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<td><strong>CCSS.ELA-LITERACY.RST.11-12.8</strong> - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</td>
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<td><strong>CCSS.ELA-LITERACY.RST.11-12.10</strong> - By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.</td>
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<td>CCSS.ELA-LITERACY.RST.11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</td>
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<td>CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</td>
<td>Scholarship as Conversation</td>
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**Compare to frequency of other Framework ideas**

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<th>ACRL Framework: Information Has Value</th>
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Research as Inquiry
Information Has Value
Information Creation as a Process
Searching as Strategic Exploration
Scholarship as a Conversation
Authority is Constructed and Contextual
Case Study - Introduction

- Instructor request for 90 minute information literacy session
- Course in the English department: “Race in the Age of Obama”
- Primary learning outcome: students will be able to critically and effectively evaluate sources for relevance and usefulness in future assignments
Case Study - Choice of Articles

THE MATTER OF BLACK LIVES
A new kind of movement meets its moment. What will its future be?
BY JELANI COBB

Alvita Garza, a labor organizer in Oakland, exposes a type of metapolitical activism.
PHOTOGRAPH BY ANYA LINDE FOR THE NEW YORKER

On February 18th, as part of the official recognition of Black History Month, President Obama met with a group of African-American leaders at the White House to discuss civil-rights issues. The guests—who included Representative John Lewis, of Georgia, Sherilyn Ifill, the director-counsel of the N.A.A.C.P. Legal Defense and Educational Fund; and Wade Henderson, who heads the Leadership Conference on Civil and Human Rights—were intent on pressing the President to act decisively on criminal-justice issues during his last year in office. Their urgency, though, was tempered by a degree of sentimentality, tinged with nostalgia. As Ifill later told me, “We were very much aware that this was the last
History Month of this Presidency.”

#BlackLivesMatter: Epistemic Positioning, Challenges, and Possibilities

Catherine L. Langford
Montêné Speight

The social media campaign #BlackLivesMatter presents an ideology central to the historical and contemporary struggle of African Americans that raises issues of social justice. The hashtag attempts to alter the epistemic paradigm that exists in American democracy and mainstream society by drawing attention to the incessant violence against Blacks in America while insisting on a positive message about the individual and communal worth of Black lives. Black activists
are not anymore perceived as criminally deviant or inappropriate in the historical construction of Black Lives Matter. #BlackLivesMatter should be understood and praised. Although simple tweets sometimes have arisen in the effort to influence the social
structure of #BlackLivesMatter, they are not successful. The hashtag’s rhetoric undercuts the Black perimeters. It is unwise to privilege activism, and that reminds us that race does not help bring about equality or justice.

Keywords: #BlackLivesMatter, Epistemology, Movement, Social Media, Violence

Black Lives Matter has come to signify a new age of black power, black resistance and black resilience. For black folks, this is our renaissance.

Alvita Garza, #BlackLivesMatter Co-Founder

The #BlackLivesMatter movement began following the July 2013 shooting of George Zimmerman for the shooting of Trayvon Martin. Pamela Collier plotted the word for the movement when she reposted a friend’s Facebook status with the hashtag. “That friend was Alvita
Garza, who posted, ‘Blacks people. I love you. I love us. Our lives matter.’” Following the Zimmerman acquittal, “After she reposted her friend’s message, Collier asked Garza if she would like to participate in a social media campaign. Garza agreed, and the two women invited Omal
Tommen to join their efforts. The three women asked friends to share stories about how
#BlackLivesMatter impacted them and Twitter accounts they created.” Collier, Garza, and Tommen
also began using the hashtag in their other activism efforts.
Case Study - What I Did

(1) Introduced students to activity - told them to find these two articles through our website

(2) Gave students 5 minutes to skim both articles - gave them tips for doing this effectively

(3) Facilitated whole group conversation about what differentiates these articles

(4) Asked, “How would you use these articles in a paper for class?”
### Case Study - What Could Be Improved

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<td>Have students discuss the differences between the articles among themselves first; encourage peer learning</td>
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<td>Ask questions that are explicitly connected to learning objectives</td>
<td>CCSS.ELA-LITERACY.RST.11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</td>
<td>Authority is Constructed &amp; Contextual + Scholarship as a Conversation</td>
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Moving Forward - Better Questions to Ask

Who is/are the author(s)? Do you trust them? Why?

What is the newsource? Is it reliable? Why?

When was the source published? Does it matter? Why?

Could you verify the contents of the article (if you wanted to)?

What’s the purpose of the article?

Who’s the intended audience of the article?
Strategies for Your Classroom

Show, don’t tell

Let students lead

Connect learning objectives to Framework ideas
Thank You!

Access these slides online: bit.ly/ccssACRL

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Liz Settoducato | etetto@umich.edu