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

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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 Settoducato

Deirdre Hirschtritt

University Library Associates (ULAs) at the University of Michigan Libraries
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>
</thead>
<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><strong>Research as Inquiry</strong></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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<tr>
<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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</table>
## Crosswalks and Correlations (2)

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<th>Common Core English Language Arts Standards » Science &amp; Technical Subjects » Grade 11-12</th>
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<tr>
<td>CCSS.ELA-LITERACY.RST.11-12.4 - 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>Information Has Value</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RST.11-12.8 - 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>
<td>Information Has Value</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RST.11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.</td>
<td>Information Has Value</td>
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<tr>
<td><strong>CCSS.ELA-LITERACY.RST.11-12.1</strong> - 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 and Contextual</td>
</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.RST.11-12.7</strong> - 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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</table>

**Compare to frequency of other Framework ideas**
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 found its moment. What will its future be?

BY JELANI COBB

Alkia Garza, a labor organizer in Oakland, expounds a type of novel activist.

PHOTOGRAPH BY ANY LIVING 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; Sheri Lynn 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, seeing a figure. As Ifill later told me, "We were very much aware that this was the last opportunity of this Presidency."

#BlackLivesMatter: Epistemic Positioning, Challenges, and Possibilities

Catherine L. Langford*
Monténe Speight**

The social media campaign #BlackLivesMatter presents an ideological counter to the historical and contemporary framing of African-Americans that departs from racial color. The hashtag attempts to alter the productive narrative that exists in America’s affirmative and material actions by drawing attention to the historical violence against blacks in America while insisting on positive messages about the individual and communal worth of black lives. Black lives matter are not significant, nor unnoticed in the rhetorical construction of #BlackLivesMatter. Black lives should be celebrated and protected. Although multiple concrete movements have been in the effort to revolutionize the social structures, #BlackLivesMatter presents, thus far, not successful. The hashtag’s efforts depict that #BlackLivesMatter urges a positive presence, that depictions of the black body are not mere, white privilege, colors, and that still today, "Black lives matter" needs to help bring about equality of justice.

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

Black Lives Matter has come to signify a new era of black power, black resistance, for black folks, this is our renaissance.

Alkia Garza, #BlackLivesMatter Co-Founder

The #BlackLivesMatter movement began following the July 2013 shooting of George Zimmerman for the shooting death of Trayvon Martin. Patrice Collie plotted the word for the movement when she posted a friend’s Facebook status with the hashtag “#BlackLivesMatter.” This friend was Alkia Garza, who posted, “Black lives matter. I love you. I love you. Our lives matter.” Following the Zimmerman acquittal, a friend repeated her friend’s message. Collie asked Garza if she would like to participate in a social media campaign. Garza accepted. Ifill recently created a #BlackLivesMatter hashtag and Twitter account. Women 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

<table>
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<th><strong>Recommended Change in Lesson Plan</strong></th>
<th><strong>Common Core English Language Arts Standards » Science &amp; Technical Subjects » Grade 11-12</strong></th>
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<td>Have students discuss the differences between the articles among themselves first; encourage peer learning</td>
<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 a Conversation</td>
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<tr>
<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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</table>
Who is/are the author(s)? Do you trust them? Why?

What is the news source? 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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