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

Hirschtritt, Deirdre; Settducato, Elizabeth

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Who We Are...

University Library Associates (ULAs) at the University of Michigan Libraries

Liz Settoducato

Deirdre Hirschtritt
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?
## Crosswalks and Correlations (1)

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

Alicia Garza, a labor organizer in Oakland, espouses a type of movement activism.

PHOTOGRAPH BY ANNY URIAS 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; Sherrilyn Ifill, the director-counsel of the N.A.A.C.P. Legal 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 years in office. Their urgency, though, was tempered by a degree of sentimentality, verging on 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
Montené Speight

The social media campaign #BlackLivesMatter presents an ideology contrary to the historical and contemporary history of African-Americans that views them as subservient. The hashtag attempts to alter the systemic paradigm that exists in America, asserting a new narrative by drawing attention to the historical violence against Blacks in America while ignoring or presenting a different and compartmental role of Black lives. Black activism has been, and remains, underrepresented and overlooked. Although multiple social movements have arisen in response to this, the social media campaigns #BlackLivesMatter present, they are not successful. The hashtags overlook the Black power and a positive presence that advocates against the Black body and the Black voice. These movements often privilege the white voice and that simultaneous move does not help bring about equality and justice.

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

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

Alicia Garza, #BlackLivesMatter Co-Founder

The #BlackLivesMatter movement began following the July 2013 shooting of George Zimmerman for the shooting death of Trayvon Martin. Patrice Collers planted the seed for the movement when she repeated a friend’s Facebook status with the hashtag “Black people. I love you. I love us. Our lives matter.” Following Zimmerman acquittal, she wrote, “After the repeats her friend’s message, Collers asked Garza if she would like to participate in a social media campaign, Garza agreed, and the two women invited Oyita Ezenwa to join their efforts. The three women relied on friends to share stories about how #BlackLivesMatter and #BlackLivesMatter and #BlackLivesMatter, working with professional and social media accounts they created, #Collers, Garza, and Tomoe also began using the hashtag in their other activist 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’s the purpose of the article?

What is the news source? Is it reliable? Why?

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

Who’s the intended audience of the article?

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