Just the Spark You Needed!

Belle Nelson: Library Media Specialist @ Edina High School
Sara Swenson: Library Media Specialist @ Bloomington Jefferson High School

E: bnelson3@bloomington.k12.mn.us, Twitter: @jeffersonmedia
E: sara.swenson@edinaschools.org, Twitter: @bookbagsara
Session URL: tinyurl.com/ltcspark
MN and the Common Core

Common Core Standards 101
Common Core Goal: Creating...

“students who are college and career ready in reading, writing, speaking, viewing, listening, media literacy and language.”
Research Standards
Benchmark: Literature

STANDARD: 9.4.10.10 By the end of grade 9, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

a. Self-select texts for personal enjoyment, interest, and academic tasks.

b. Read widely to understand multiple perspectives and pluralistic viewpoints.
Find a Book

New Titles
Go ahead and judge a book by its cover! Scroll through the shelves to see our newest arrivals.

Search Books in Print  Search eBook Collection

To access eBooks, log in using your Moodle username and password.

What to Read Over Winter Break

A chilling supernatural exploration of free will and destiny's fluidity.

Award Winning Books

#LTCSpark
Benchmark: Literature

STANDARD 9.4.2.2: 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.
SUBTEXT

The Pact
THREE YOUNG MEN MAKE A PROMISE AND FULFILL A DREAM

Drs. Sampson Davis, George Jenkins, and Rameck Hunt
with Lisa Frazier Page

#LTCSpark
Benchmark: Informational Texts

Standard 11.5.7.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
9th Grade Gov't Service Project Help Form

Your username sarwensoo@apps.edina.k12.mn.us will be rescinded when you submit this form. Not sarwensoo@apps.edina.k12.mn.us

* Required

What is your name? *
First name Lastname

Who is your government teacher? *
  - Mr. Love
  - Ms. Simpson

What hour do you have this class? *
1:12 AM

What is your question? What do you need help with? *

- Send me a copy of my responses.

Submit
Non-solicited messages through Google Forms.
Class Research Pages

- art
- business
- faqs
- health and phy ed
- language arts
- math
- music
- science
- social studies
- special ed
- tech ed
- world languages

#LTCSpark
# History of Fashion

## RESOURCES

### Images and Information
- 19th Century Fashion Plates
- American Cultural History: By the Decade
- BBC Fashion's Shocking Styles
- Costume Gallery
- Costume's Manifesto
- Fashion Era
- Fashions of the Ages
- Head Over Heels: History of Shoes
- History Box: 20th Century Fashion
- La Couturiere Parisienne
- LIFE Photo Archive
- Shoop: History of American Fashion
- UK Design Council: A History of Fashion
- Vintage Fashion Club

### Print Sources
The American Decades collection located on the book cart highlights the major events and individuals of a decade.

### Online Reference
Click on the cover above to access the e-reference book and search for fashion topics.

### General U.S. History
(social, political, economic or technical events)
- American Cultural History
- American Memory: Library of Congress (digital archive of photos, letters, historic artifacts of the time)
- Biography of America
- Digital History
- History Central

An online encyclopedia is a good place to look up basic information on concepts or events.
Creating Graphs-Bolyard

Instructions on how to create a chart/graph using a Google Spreadsheet using the data you gather in class.

Creating Charts

Untitled spreadsheet

Highlight the data you entered, including column headings.
Benchmark: Writing

Standard: 11.9.5.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.
Example Student #1

English Ethnography Sample

English 12 P5

29 January 2013

Acts of Kindness

Most people would agree that one of the nicest feelings in the world is to sit down in a comfortable room with nice people around, and be able to feel at home without actually being at home. That is the goal of Caribou Coffee, to make their customers feel comfortable and at home.
Benchmark: Writing

Standard 11.7.8.8: 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.
LTC Session: [tinyurl.com/trails9]
<table>
<thead>
<tr>
<th>Topic Covered</th>
<th>2 Pre-Test</th>
<th>3</th>
<th>Pre-Test</th>
<th>3</th>
<th>Post-Test</th>
<th>4 Pre-Test</th>
<th>4</th>
<th>Post-Test</th>
<th>6 Pre-Test</th>
<th>6</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 Copyright</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>87.5</td>
<td></td>
<td>39</td>
<td>79.2</td>
<td></td>
<td>82.6</td>
</tr>
<tr>
<td>12.2 Copyright</td>
<td>10</td>
<td></td>
<td>57</td>
<td></td>
<td></td>
<td>66.7</td>
<td></td>
<td>48</td>
<td>58.3</td>
<td></td>
<td>73.9</td>
</tr>
<tr>
<td>12.3 MLA style</td>
<td>14</td>
<td></td>
<td>33</td>
<td></td>
<td>!</td>
<td>20.8</td>
<td></td>
<td>26</td>
<td>!</td>
<td></td>
<td>30.4</td>
</tr>
<tr>
<td>12.4 Plagiarism/Ethics</td>
<td>38</td>
<td></td>
<td>5</td>
<td></td>
<td>75</td>
<td>39</td>
<td></td>
<td>41.7</td>
<td>38</td>
<td></td>
<td>69.6</td>
</tr>
<tr>
<td>12.5 Copyright</td>
<td>38</td>
<td></td>
<td>33</td>
<td></td>
<td></td>
<td>87.5</td>
<td></td>
<td>65</td>
<td>70.8</td>
<td></td>
<td>82.6</td>
</tr>
<tr>
<td>12.6 Common Knowledge</td>
<td>52</td>
<td></td>
<td>14</td>
<td></td>
<td></td>
<td>66.7</td>
<td></td>
<td>48</td>
<td>41.7</td>
<td></td>
<td>56.5</td>
</tr>
<tr>
<td>12.7 MLA citation</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>12.8 Paraphrasing</td>
<td>29</td>
<td></td>
<td>19</td>
<td></td>
<td>62.5</td>
<td>26</td>
<td></td>
<td>29.2</td>
<td>35</td>
<td></td>
<td>47.8</td>
</tr>
<tr>
<td>12.9 MLA citation</td>
<td>24</td>
<td></td>
<td>57</td>
<td></td>
<td>!</td>
<td>8.3</td>
<td></td>
<td>9</td>
<td>15</td>
<td></td>
<td>17.4</td>
</tr>
<tr>
<td>12.10 Intellectual Property</td>
<td>33</td>
<td></td>
<td>10</td>
<td></td>
<td>33.3</td>
<td>35</td>
<td></td>
<td>50</td>
<td>42</td>
<td></td>
<td>69.6</td>
</tr>
<tr>
<td>Class Average % Correct</td>
<td>31.50%</td>
<td></td>
<td>61.1</td>
<td></td>
<td>25.33%</td>
<td>56.48</td>
<td></td>
<td>37.22%</td>
<td>41.21</td>
<td></td>
<td>34.56%</td>
</tr>
<tr>
<td>94% increase</td>
<td>&gt; 123% increase</td>
<td>11% increase</td>
<td>71% increase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Benchmark: Speaking, Viewing, Listening and Media Literacy

Standard: 11.9.8.8 As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to connect literature to a culture or a literary period, to recast a piece of literature into a different time period or culture, to critique popular culture, to create a parody or satire).

a. Present, transform or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and the different types of Creative Commons licenses.

b. Publish the work and share with an audience.
Media Literacy

9.9.7.7 Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.
   a. Evaluate the content and effect of persuasive techniques used in different mass media.
   b. Synthesize information and recognize categories, trends, and themes across multiple sources.
   c. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.
   d. Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.

11.9.7.7 Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.
   a. Evaluate the aural, visual, and written images and other special effects used in mass media for their ability to inform, persuade, and entertain.
   b. Examine the intersections and conflicts between visual (e.g., media images, painting, film, graphic arts) and verbal messages.
   c. Recognize how visual techniques or design elements (e.g., special effects, camera angles) carry or influence messages in various media.
   d. Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.

9.9.8.8 As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.)
   a. Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses.
   b. Publish the work and share with an audience.

11.9.8.8 As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to connect literature to a culture or a literary period, to recast a piece of literature into a different time period or culture, to critique popular culture, to create a parody or satire).
   a. Present, transform or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses.
   b. Publish the work and share with an audience.
Gatsby's Frantic Run in the Rain to Meet Daisy at Nick's Cottage

#LTCSpark
In spite of everything, the spirit of revolution was still in the air. There were some opposition demonstrations.

Tomorrow there's going to be a meeting against fundamentalism.

I'm coming too!

No! It's too dangerous.

She's coming too.

Pssst... what's going to happen to us?

(Whisper: don't worry.)

They took from us our papers, our clothes and our hair.

We were cold, and we were afraid.
We ate really fast, so we had to wait a while for my dad to come.

We waited...

And waited...

We started talking about the most random things.

Vegetarianism...

Starving kids in Africa

Gay marriage...

Terrorism...

And a most pressing matter... Facebook overuse!
After seeing a few rounds of results...
WHEN I WAS IN KINDERGARTEN, ON 9/11/2011, THE TWIN TOWERS WENT DOWN.

I HAD NO IDEA WHAT WAS GOING ON!

WHY DID THIS HAPPEN, MOM?

I WAS ASTONISHED. I NEVER THOUGHT SOMETHING AS SIMPLE AS FACEBOOK COULD BE DANGEROUS.

IF SO MANY PEOPLE REALIZE THIS, WHY IS THERE NOTHING BEING DONE ABOUT IT?

#LTCSpark

ITS DEFINITELY HER APPENDIX. GOOD THING YOU CAUGHT IT RIGHT AWAY. WE'LL BRING HER INTO SURGERY NOW.
**Benchmark:**
**Literacy in History/Social Studies**

**Standard:** 11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### Integration of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.12.7.7</td>
<td>Integrate visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts.</td>
</tr>
<tr>
<td>6.12.8.8</td>
<td>Distinguish among fact, opinion, and reasoned judgment in a text.</td>
</tr>
<tr>
<td>6.12.9.9</td>
<td>Analyze the relationship between a primary and secondary source on the same topic.</td>
</tr>
<tr>
<td>9.12.7.7</td>
<td>Integrate quantitative or technical analysis (e.g., charts, maps, research data) with qualitative analysis in print or digital text.</td>
</tr>
<tr>
<td>9.12.8.8</td>
<td>Assess the extent to which the reasoning and evidence in a text support the author’s claims.</td>
</tr>
<tr>
<td>9.12.9.9</td>
<td>Compare and contrast treatments of the same topic in several primary and secondary sources, including texts from various cultures and Minnesota American Indian culture.</td>
</tr>
<tr>
<td>11.12.7.7</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, spatially, aurally, physically as well as in words) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>11.12.8.8</td>
<td>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
</tr>
<tr>
<td>11.12.9.9</td>
<td>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
</tr>
</tbody>
</table>
History Day

Ask questions, challenge thinking, and propose conclusions.
Five Sites We (and our students) Can’t Live Without Right Now

SOCR
Quizlet
PicMonkey
goodreads
#LTCSpark
Works Cited