Unit Title: School-Wide “Mock” Batchelder Award Contest

Time Needed: One month (meeting weekly with each classroom, with extended time for 6th grade)

Unit Summary: The Batchelder Award is given annually in January by the American Library Association to the most outstanding children's book published in another language and translated into English for publication in the United States. To raise global awareness with the students and staff in my school, I will select three potential Batchelder Award books to be read and discussed in the library throughout the month of January. To introduce each book, I will create a Thinglink of the country of origin, with links to images, videos, and music, that will give students a feel for the culture of the country. I will also create a page on my website dedicated to the project, and post on it videos of each book being read by someone prominent from our community. Staff members and students are absent during a specific class can listen to the book being read, as well as parents or other members of the community who would like to hear them. Also on the website, I will embed the Thinglinks, as well as links to the author’s and illustrator’s home pages, links to information on each country, and a list of books for students looking for more information on a specific country. Sixth grade students will deepen their understanding by connecting online with at least one class from a country in which one of the books was originally published. Students will share thoughts on the book, and share information on their school day. Sixth grade students will attempt to set up a videoconference with the author(s) of the books. At the end of January, each student in every class, as well as each staff member, will vote for his or her favorite book, based on the criteria for the Batchelder Award. Sixth grade students will conduct a random “exit poll” using Flipgrid, to obtain feedback on why a student or staff member selected the book they voted for. At a whole-school assembly, 6th grade students will share their learning about the students from the other countries through glogs, they will share the Flipgrids they recorded, and they will reveal the results of the vote.

TRANSFERED GOALS:

**Transfer**
Core Standards
Recognize, interpret and make connections in narratives, poetry and drama and artistically to other texts, ideas, perspectives, eras, personal events and situations.

Determine a central idea of a text it is conveyed through particular details.

Social Studies Standard 3: Geography
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

ISTE Technology Standard 2
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

ISTE Technology Standard 3
Students apply digital tools to gather, evaluate and use information.

Meaning

Students will be able to independently use their learning to…(real world purpose)

Students will investigate the world beyond their country and continent.

Students will recognize that universal themes transcend geographic borders.

Students will understand how to extract cultural knowledge from fictional text.

Students will communicate ideas, opinions, and information effectively.

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<th>UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
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<td>Students will understand that…</td>
<td>What are the criteria for the Batchelder Award?</td>
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<td>Literature from other countries explores universal themes.</td>
<td>How can stories from other places relate to our current lives?</td>
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<td>Culture can be displayed in both the text and illustrations in children's books.</td>
<td>How is culture evident in a children's book?</td>
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<td>Children in other countries share many similarities to students in the United States.</td>
<td>What is a school day like for students in another country?</td>
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Acquisition
**GLOBAL COMPETENCY:**

- Investigate the world beyond their immediate environment
- Recognize perspectives (their own and others)
- Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological and cultural barriers

**RESOURCES:**

- "My Father's Arms are a Boat" by Stein Erik Lunde (2015 Batchelder Award Winner)
- [https://www.youtube.com/watch?v=XCCIziQC8HE](https://www.youtube.com/watch?v=XCCIziQC8HE) (video of "My Father's Arms are a Boat" being read)
- Three children's books written in a language other than English and translated into English in 2015
- Google Earth
- Grolier Online Encyclopedia
- Britannica Online Encyclopedia
- Poll Daddy Jr. (as a part of weebly)
- Padlet

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<th>Students will know… (Content)</th>
<th>Students will be able to… (Skills)</th>
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<td>How to ask appropriate questions to understand others’ cultures</td>
<td>Use online resources like Grolier Encyclopedia, Britannica and Google Earth to acquire information about other countries and cultures</td>
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<td>What a school day is like for students in another country</td>
<td>Use primary sources such as <a href="http://en.childrenslibrary.org/">Pages around the world</a> to gain perspectives on other cultures</td>
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<td>What students in another country like to read</td>
<td>Use technology tools like padlet, glogster and flipgrid to communicate and create</td>
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<td>Assessment FOR Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)</td>
<td>Evaluation Criteria (Learning Target or Student Will Be Able To)</td>
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<td>Observation of engagement during reading of Padlet that students post thoughts to after hearing a story.</td>
<td>Identify aspects of a text that reveal an author’s point of view or purpose. Identify main ideas. Identify aspects of a text that exhibit cultural perspective.</td>
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<td>Assessment OF Learning: (ex: performance task, project, final paper)</td>
<td>Students will be able to describe a day in the life of a sixth grade student in our school. Students will be able to describe their geographic location. Students will be able to form questions to ask students from another country that reflect what they would like to learn. Students will be able to form questions to ask the author(s) of the books in our mock Batchelder contest.</td>
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<td>6th grade students will do a random “exit poll” using Flipgrid to get other students'/staff members' response to the vote. These can be shown at the final assembly.</td>
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<td>6th grade students will work in teams to create a glog that reflects life in our school, city, state and country, as well as embed questions they have, that they will share with students from another country through a videoconference or via email.</td>
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<td>In the meantime, students will videoconference or communicate in some way with one or more of the authors of the three books.</td>
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Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans)

Week One: Students will learn about the Batchelder Award, the criteria for selection, understand the difference between this and the Caldecott Award, listen to the 2014 Award winner (My Father’s Arms are Like a Boat) and discuss how another culture is reflected in this book. They will also learn about our school-wide “mock” Batchelder Award contest and be introduced to the Genesee Mock Batchelder web page. They will also listen to a video clip recorded for them by a past member of the Batchelder Award committee. If possible, they will also listen to some or all of the book “My Father’s Arms are Like a Boat” in the original language. Students will post reflections to Padlet.

Week Two: The first book in the contest will be read, discussed, and the culture explored through a librarian-created Thinglink. Students will post reflections to this book’s Padlet. Sixth grade students will begin to work on their glogs.

Week Three: The second book will be read, discussed and the culture explored through a Thinglink. Students will post reflections to this book’s Padlet. Sixth grade students will continue to work on their glogs.

Week Four: The third book will be read, discussed and the culture explored through a Thinglink. Students will post reflections to this book’s Padlet. Sixth grade students will communicate with students from one of the authors’ countries, sharing their glogs. Batchelder voting day: The Principal will announce the vote on the morning announcements, recapping all three titles. Each class will stop into the library to vote using the library ipads, which will be set up with a poll created using Poll Daddy on the mock Batchelder web page. At the end of the day, an assembly will be held, organized by 6th grade students, at which they will share the glogs, their conversations with other students and authors/illustrators of the books, and the results of the vote.

Extension activity: students can write to the author of the winning book to let him or her know about the contest, and why they voted for the author’s book.

Adapted from Understanding by Design Model
Lesson Title: Introduction to the Genesee Mock Batchelder Contest

Subject: Library

Prepared by: Anne Mlod

Materials Needed: Caldecott Award Books with which students are familiar, “My Arms are a Boat” by Stein Lunde (Batchelder Award 2014)

Global Competency: Investigate the world beyond their immediate environment and recognize perspectives.

Where is the lesson going? (Learning Target or SWBAT)

Learning Target 1: Students will learn there are other book awards besides the Caldecott Award

Learning Target 2: Students will

Tailored Differentiation:

As students enter the library for the lesson, they will see “vote” on the smartboard screen in the three languages of the books being considered, as well as in Norwegian, for the Batchelder 2014 Award winning book being to shared in the introductory lesson.

Tailor Up: Students have the option of completing all three options on their padlet.

Tailor Back: Students have
Students will explore a Thinglink to learn about Norway, hear “My Father’s Arms are Like a Boat” in both English and in the author’s native language, if available. They will also view a short videoclip of a past member of the Batchelder Award Committee telling the students about the process the actual committee goes through to select a winner.

**and revise:**

Students will have ten minutes, using the ipads, to post a reflection on either the book “My Father’s Arms are Like a Boat,” on the mock Batchelder Contest, or on the Thinglink of Norway.

**Evaluate:**

As an exit ticket, students will say one thing they would like to learn about Norway.

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**Organization:**
Last year’s Mock Caldecott books displayed to remind students of contest.

Computer set up to play youtube video of “My Father’s Arms are a Boat” being read.

Google Earth open on computer