

Collaborative Unit Lesson Plan Template

LIS 647

UNIT PLAN Book Banning - 6 Weeks

| Course Name or Grade Level | Subject Area |
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| 5th Grade | ELA / Civics |
| Content Topic: | Learner Characteristics |
| Why do people challenge or ban books, and who should decide what is appropriate to read? | <p>This fifth-grade class includes 24 students with a wide range of abilities and needs. Reading levels span from below (second grade level) to above grade level (seventh grade level), and while most students can identify main ideas, many need support analyzing arguments and using evidence in writing. The class includes two ELL students with varying English proficiency and three students with IEPs addressing reading, attention, and writing needs. These students' accommodations require an online text reader, use of technology, extended time, and graphic organizers. Students are generally collaborative and engaged, especially during discussions and real-world topics, though some need support staying on task or feeling confident sharing their ideas. Many students show strong interest in topics related to fairness, real-world issues, and choice in reading, and they are particularly motivated by activities such as debates, group work, and discussions. Overall, students benefit from structured discussion, clear modeling, and scaffolds such as graphic organizers and sentence frames to support their thinking and communication.</p> |
| Unit Summary | |
| <p>In an interdisciplinary inquiry unit, students will explore the question: Why do people challenge or ban books, and who should decide what is appropriate to read? Throughout the unit, students will familiarize themselves with challenged and banned books, read various perspectives on the topic, and conduct research on a specific challenged book. The culminating project asks students to argue for or against the removal of a library book using evidence from their research.</p> | |

Stage 1: Identifying Desired Results

Required Resources

- Excerpts From Two Commonly Challenged, Age-Appropriate Books (Physical Copies)
- List Of Commonly Challenged Children’s Books Found [Here](#)
- Library Databases For Student Research
- Library Books And Informational Texts On Book Banning- Specifically The Articles Linked [Here](#) And [Here](#) (Also Used For The Group T-Chart Activity)
- [Source Credibility Graphic Organizer](#)
- [Notice/Wonder Chart](#)
- [Book Challenge T-Chart Graphic Organizer](#)
- [Research Notes Graphic Organizer](#)
- [Inquiry Question Template](#)
- [Exit slips for visits #3 and #5](#)
- Student Devices (Chromebooks/Laptops) With Internet Access
- Access To Presentation Tools For Students To Use (Google Slides, Powerpoint, Or Canva For Final Project)
- [Summative Assessment Rubric](#)
- [Student Checklist For Final Project](#)

- Assistive Technology Supports:
 - Online Text Reader (For Iep Accommodations)

Standards

| Priority Standards | Supporting Standards |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARDS TO BE ASSESSED FOR MASTERY <ul style="list-style-type: none"> ● C.5.1 (Argument Writing) ● RI.5.8 (Analyzing Arguments) ● AASL: Engage, Inquire | OTHER STANDARDS COVERED <ul style="list-style-type: none"> ● RI.5.1 ● RI.5.2 ● RI.5.6 ● C.5.7 ● C.5.8 ● AASL: Curate, Include, Collaborate, Explore |

Desired Results

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| <p>ESTABLISHED OBJECTIVES <i>(what do we want students to be able to know or be able to do?)</i></p> <ul style="list-style-type: none"> ● Students will be able to write an evidence-based argument that clearly states and supports a position on book banning using credible sources and logical reasoning. (W.5.1) ● Students will analyze and evaluate how authors use reasons and evidence to support different viewpoints on book banning. (RI.5.8) ● Students will generate and refine questions about book banning and use multiple sources to investigate those questions. (Inquire) ● Students will construct and communicate an informed opinion about book banning, using evidence to support their ideas in discussion and writing. (Engage) <p>Overall:</p> <p>Students will investigate the issue of book banning by analyzing multiple perspectives and will develop and communicate an evidence-based argument that clearly supports their position.</p> | Transfer | |
| | <p><i>Students will be able to use their understanding to:</i></p> <ul style="list-style-type: none"> ● Form and defend their own opinions about controversial issues using credible evidence and clear reasoning ● Analyze arguments they encounter in real life (media, conversations, online sources) and determine how well they are supported ● Engage in respectful discussions where multiple perspectives are considered and evaluated ● Make informed decisions about information and texts, including questioning why certain materials may be challenged or restricted | |
| | Meaning | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>People have different perspectives on what is appropriate to read, often influenced by values, experiences, and beliefs</i> ● <i>Arguments are stronger when they are supported by clear reasons and credible evidence</i> ● <i>Access to information is connected to larger ideas about rights, responsibility, and community</i> ● <i>Questioning and evaluating information is an important part of being an informed reader and citizen</i> | <p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p style="text-align: center;">Why do people challenge or ban books, and who should decide what is appropriate to read?</p> |
| | Acquisition | |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Students will know that book banning is a complex issue with multiple perspectives and that strong arguments are built using clear claims, reasons, and credible evidence. | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Students will be skilled at analyzing arguments, gathering and evaluating evidence, and constructing and communicating their own evidence-based opinions. | |

Stage 2: Evidence and Assessment

Evidence

As you plan evidence, consider GRASPS

G: goals from real world

R: authentic, real-world roles for students to practice

A: Audience for the final product

S: Situations involving real-world inquiry, inventions, problems etc

P: products or performances resulting from culmination of study

S: Standards for evaluation

Evaluative Criteria

- Students will be able to write a strong evidenced-based argument.
- Students will be able to evaluate an author's stance on a topic and explain how that stance is supported throughout the text.
- Students will be able to create and refine research questions through an inquiry process.
- Students will be able to form an independent opinion based on research.
- Students will be able to support their opinion using evidence and reasoning.

Assessment Evidence

PERFORMANCE TASKS - individual and group [click for samples](#)

- Formative assessment tasks:
 - [Notice/Wonder chart](#) (group)
 - [Focus inquiry question](#) (individual)
 - [Research notes](#) (individual)
 - [Book challenge t-chart](#) (group)
 - [Project check-in exit slips](#) (individual)
 - [Source Credibility Graphic Organizer](#)
- Summative assessment task:
 - PowerPoint or poster arguing for or against the removal of a library book ([rubric here](#))
 - Student checklist to be turned in with the PowerPoint/poster ([checklist here](#))

OTHER EVIDENCE

- Informal assessments:
 - Group discussions
 - Inquiry journal
 - Article responses
 - Exit tickets
 - Self reflection

Assessment Map

| Final Product | Assessed Standards | Checkpoints/Formative Assessment |
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| Individual (link to the assignment and rubric) | RI.5.1 RI.5.2 RI.5.3 RI.5.6 RI.5.10 | Analyze 2 short read-aloud excerpts from commonly challenged books that are age appropriate. Students will participate in a Notice/Wonder chart with sticky notes. |
| | RI.5.6 RI.5.7 RI.5.10 C.5.1 | Students will create their own focus inquiry question related to book banning. Use a template from the textbook. |
| | RI.5.1 RI.5.2 RI.5.6 RI.5.7 RI.5.10 W.5.8 | Students will use databases, articles, and library books to take notes from at least 2-3 sources about book banning in general that they could potentially use for their final project. Research notes organizer |
| | RI.5.1 RI.5.2 RI.5.6 RI.5.7 RI.5.10 W.5.8 | At the end of visits 3 and 5, students will complete exit slips to assess their progress. |
| Team (link to the assignment rubric) | RI.5.1 RI.5.2 RI.5.3 RI.5.6 RI.5.6 RI.5.10 | Read THIS article and THIS article about book challenges. Students will create a T-chart for their group and on one side list reasons why people support banning and on the other side reasons people oppose banning. |

Stage 3: Planning Learning Experiences

Instructional Strategies Overview - [Click Here](#)

WHERE TO - answer questions

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| <p>W = How will you help your students to know where they are headed, why they are going there, and what ways they will be evaluated along the way?</p> | <p>On Day 1, the librarian will introduce the essential question: <i>Why do people challenge or ban books, and who should decide what is appropriate to read?</i> — and walk students through the unit arc: from exploring challenged books, to researching multiple perspectives, to producing a final argument. Students will receive a student-friendly rubric at the start so they understand how their work will be evaluated (claim, evidence, reasoning, counterclaim). The librarian will frame each formative checkpoint (Notice/Wonder, T-chart, inquiry question, note-taking organizer) as a stepping stone toward the summative task.</p> |
| <p>H = How will you hook and engage students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?</p> | <p>The librarian opens the unit with a read-aloud of excerpts from two commonly challenged, age-appropriate books students may already know. After the read-aloud, students complete a Notice/Wonder chart using sticky notes. The librarian then reveals these books have actually been challenged or banned, sparking discussion: <i>Does that surprise you? Why would someone want to remove this?</i> The low-stakes sticky note format allows all learners, including ELL students and those with IEPs, to participate confidently. The classroom teacher circulates to support students who need additional attention.</p> |
| <p>E = What experiences will you provide to help students make their understandings real and to equip all learners for success throughout your unit or course?</p> | <p>Students will engage in a carefully sequenced set of experiences that build knowledge and skills progressively:</p> <ul style="list-style-type: none">● Group T-chart: The librarian guides students through a book challenge article and facilitates a collaborative sorting activity, helping students identify reasons people support vs. oppose banning before moving to independent work.● Inquiry Question Development: The librarian models how to develop a strong focus question using a provided template, then supports students in crafting their own, building ownership and activating the AASL Inquire standard.● Scaffolded Research: The librarian leads students through the library's databases, physical collection, and articles, demonstrating how to locate and evaluate sources. Students record findings on a graphic organizer (source title, key ideas, evidence).● Summative Task with Choice: Students choose a challenged book and create a Powerpoint or poster arguing whether it should stay in or be removed from the library, with format choice supporting differentiation. |
| <p>R = How will you cause students to reflect, revisit, revise, and rethink?</p> | <p>The librarian prompts students to revisit their Notice/Wonder sticky notes after the T-chart article to note any shifts in thinking. During research sessions in the library, the librarian confers with students individually, asking: <i>Does your evidence still support your inquiry question, or do you need to refocus?</i> The librarian also facilitates think-pair-share and small group discussions to expose students to multiple perspectives. Before submitting their final product, students complete a self-assessment checklist the librarian designed, aligned to the rubric.</p> |
| <p>E = How will students express their understandings and engage in meaningful self-evaluation?</p> | <p>The librarian creates opportunities for students to demonstrate understanding across multiple modalities: sticky notes and T-charts (visual/written), library discussions (oral), note-taking and inquiry writing, and the multimodal summative product. This variety ensures students with IEPs or limited English proficiency can show their thinking throughout the process. The librarian closes the unit by guiding a final reflection on the essential question, inviting students to compare their thinking now to where they started.</p> |

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| <p>T = How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?</p> | <ul style="list-style-type: none"> ● Struggling Readers: pre-selected leveled texts, sentence starters, partner reading, audio support (reader) ● ELL Students: Bilingual vocabulary glossary created by the librarian, sentence frames/starters, visual anchor charts, extended time ● In regard to extended time, students who require this accommodation will be given additional time during all major tasks, including research sessions, formative assessments, and the final project. This may include completing work during additional class periods, library visits, or scheduled work time beyond the standard lesson. Deadlines will be flexible in accordance with IEP requirements, and students will not be penalized for taking the extra time needed to demonstrate their understanding. The librarian and classroom teacher will coordinate to monitor progress and provide structured check-ins to ensure students stay on track while using their extended time effectively. ● Students with IEPs: Chunked research tasks, frequent check-ins during library sessions, format choice, reduced source requirement if needed as described in their IEP. ● Above Grade-Level (gifted): More complex sources pulled for evaluation, stronger counterclaim challenge, peer mentoring during research (on occasion, not for the duration of the project). |
| <p>O = How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent applications that emphasize growing conceptual understandings?</p> | <p>Gradual Release Protocol as Follows:</p> <ul style="list-style-type: none"> ● Visit 1 (Librarian-Led): The librarian models close reading and analysis using the read-aloud and T-chart article, thinking aloud to demonstrate how to identify claims and evidence. The classroom teacher provides additional behavior and attention support as needed. ● Visit 2 (Collaborative): The librarian facilitates small group T-chart discussions and guides students through inquiry question development, providing feedback and building shared argument vocabulary. ● Visit 3 (Independent- Still Supported): The librarian leads research sessions in the library, conferring individually with students on source selection and note-taking, with the classroom teacher available for additional support. ● Visit 4 (Independent- Still Supported): The librarian continues leading research sessions, conferring individually with students. ● Visit 5 (Independent): Students independently construct their summative argument product. The librarian is available for final source questions and checks in on self-assessments before submission. ● Visit 6 (Independent): Students complete their summative argument product and share with classmates. The librarian is available for questions and checks in on self-assessment. |
| <p>Additional Notes:</p> <p>Here is a link to a list of school-appropriate books that can be used for this unit.</p> | |

Given that book banning is a potentially controversial topic for 5th grade students, a brief note acknowledging the unit will be sent out to parents prior to the start of the unit, particularly for students with more conservative family backgrounds.

Summary of Key Learning Events and Instruction

- **Hook- Read-Aloud & Notice/Wonder** The librarian reads excerpts from two commonly challenged books and students respond using a Notice/Wonder sticky note chart, before learning the books have actually been banned or challenged.
- **Group T-Chart Activity-** Students read two articles on book challenges and collaboratively sort reasons people support vs. oppose banning, building a foundation for argument analysis.
- **Inquiry Question Development-** Using a provided template, students develop their own personal focus question related to book banning, giving them ownership over their research direction.
- **Scaffolded Research-** The librarian guides students through databases, library books, and articles. Students take notes from 2–3 sources using a graphic organizer tracking source titles, key ideas, and evidence.
- **Discussion & Reflection-** Throughout the unit, students engage in think-pair-share and small group discussions to share perspectives, revisit their thinking, and refine their inquiry questions.
- **Summative Task-** Students choose a commonly challenged book and create a Powerpoint or poster arguing whether it should stay in or be removed from the library, incorporating a clear claim, evidence from research, reasoning, and a counterclaim.

LESSON PLAN Focus Inquiry Questions

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| Teacher | Librarian (Hillary Howard-Fredrick, Olivia Gammon, Brooke Lechner) |
| Class | ELA/Civics |
| Lesson Topic | Focus Inquiry Questions |

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|----------------|--------|
| Estimated Time | 1 hour |
| Grade | 5th |
| # of IEPs | 3 |

Lesson Summary

Students will read excerpts from commonly challenged books and discuss their observations. They will then read a brief article on book challenges.

Where does the lesson fall in the sequence of the unit? (What happened before, what happens next?)

This is the first lesson in a 6-week unit on banned books. After building foundational knowledge in this lesson, students will begin the inquiry process to identify a research question on the topic of book banning.

Materials Needed (links to handouts, formative assessments, activities, resources)

- [Notice/Wonder Chart](#)
- [Graphic Organizer](#)
- [Source Credibility Graphic Organizer](#)
- [Book Challenges Article 1](#) (Britannica)
- [Books Challenges Article 2](#) (EdWeek)
- Excerpts will come from physical copies of books within the library. Potential books could include:
 - Cormier, Robert. The Chocolate War
 - Curtis, Christopher Paul. The Watsons Go to Birmingham—1963
 - Dahl, Roald. James and the Giant Peach
 - Dahl, Roald. The Witches
 - L’Engle, Madeleine. A Wrinkle in Time
 - Lowry, Lois. The Giver.

Lesson Standards

| Assessed Lesson Standards | Supporting Standards |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● C.5.1 (Argument Writing): Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information. ● AASL: Inquire | <ul style="list-style-type: none"> ● RI.5.1 ● RI.5.2 ● C.5.7 |

Lesson Results

Lesson OBJECTIVES

(what do we want students to be able to know or be able to do by the end of the specific lesson?)

By the end of this lesson, students will be able to reflect on commonly challenged books and share their thoughts in writing and in discussion. (C.5.1, AASL Inquire, RI.5.1, RI.5.2, W.5.7)

Students will also read and analyze an article about book banning. (AASL Inquire, W.5.7)

Lesson Assessment

(what formative assessments - quizzes, graphic organizers, inquiry activities, exit slips etc will be used?) This should align with your assessment map

| <i>Lesson Standards</i> | <i>Formative Assessment - include links</i> |
|--------------------------------------|---------------------------------------------------------|
| <i>RI.5.1, RI.5.6</i> | <u>Notice/Wonder Chart</u> |
| <i>AASL: Inquire</i> | <u>Focus Inquiry Question</u> |
| <i>RI.5.1, RI.5.6, RI.5.7, C.5.8</i> | <u>Research Notes Graphic Organizer</u> |
| <i>RI.5.8</i> | <u>Book Challenge T-Chart</u> |
| <i>W.5.1, RI.5.8</i> | <u>Self-Assessment Checklist</u> |

Lesson Sequence

(what formative assessments - quizzes, graphic organizers, inquiry activities, exit slips etc will be used?) This should align with your assessment map

| Time (minutes) | Activity | Research based instructional strategies | Rational <i>Justify why the instructional strategies and resources are the best for learning to take place and to achieve the indicated standards and objectives.</i> |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10-15 mins | Hook The librarian reads excerpts from two commonly challenged books and students respond using a Notice/Wonder sticky note chart, before learning the books have actually been banned or challenged. | Questions, Cues, & Advance Organizers | Reading excerpts from books will hook the students into the lesson, while responding in a notice/wonder chart will engage them in critical thinking early on. They will make their own connections about the two texts before discovering their challenged status. |
| 5 mins | Direct Instruction The librarian briefly discusses what a book challenge is and what it means for a book to be banned. Students will rewrite the explanation in their own words. | Summarizing & Note Taking | Direct instruction provides a basic foundation for the lesson so students understand definitions of the terms we will be using throughout the unit. |
| 35-40 mins | Article and Discussion Students read two articles on book challenges and collaboratively sort reasons people support vs. oppose banning, building a foundation for argument analysis. In order to aid their understanding, a source credibility graphic organizer will be used to help them determine when information can be trusted. Article 1 Found HERE (Britannica) Article 2 Found HERE (EdWeek) Source Credibility Graphic Organizer | Identifying Similarities & Differences | Students will engage with a reliable source about book banning. They will then practice identifying claims and evidence by sorting information into a graphic organizer . This serves as an important early step in their research process by having students engage with a relevant text. |
| 5 mins | Exit Slip 3 things you learned 2 things you are curious about 1 question you have | Summarizing & Note Taking | This quick 3-2-1 exit slip will help students summarize their learning for the day and reflect on what they may want to explore further in the next lesson. |

Modifications

What modifications or additional steps will you take to ensure the success of the following groups of learners: struggling readers/writers, English language learners, students with special needs, gifted/talented students:

Struggling Readers/Writers

- Modeling of reading
- Chunking texts
- Graphic organizers

English Language Learners

- Modeling of reading
- Use of translation software
- Chunking texts
- Sentence stems
- Graphic organizers

Students with Special Needs

- Modeling of reading
- Chunking texts
- Frequent checks for understanding
- Paraphrasing as needed
- Graphic organizers
- Speech-to-text software as needed
- Online reader as needed

Gifted/Talented:

- Higher-level questions for article analysis

Reflection

At the conclusion of the lesson, how will you evaluate the success of the lesson (what sources of evidence will you use to determine if this lesson is worth repeating with other classes or in upcoming years or if this lesson needs some tweaking or a major overhaul)?

Success of the lesson will be based on the quality of student discussion as well as their three deliverables: the notice/wonder chart, the article's graphic organizer, and student exit slips. These measures will provide information about both collaborative and individual aspects of the lesson.

Summative Assessment Task

Students will choose a book from [this list](#) of commonly challenged children's books. Students will have to create a Powerpoint or poster where they argue whether or not the book should stay in the library or be removed. Students will use evidence from their research and provide a counterclaim. Their reasoning should be clear.

[Summative Assessment Rubric](#)

[Summative checklist for students](#)

