

9.3.2

Lesson 7

Introduction

In this lesson, students begin conducting searches independently using the **Research Frame** (created in Lesson 6) and associated search tools. This lesson is the first of three lessons in which students conduct sustained, independent research during class. While researching, students consider how to use inquiry questions to drive research and continually assess sources for credibility and usefulness in answering inquiry questions.

This lesson is the first of three independent search lessons that is assessed using a **Conducting Independent Searches Checklist**. The **Conducting Independent Searches Checklist** serves as an assessment tool for the teacher while also focusing students on specific aspects of the search process for each independent searches lesson. Two criteria serve as the focus for each independent searches lesson (Lessons 7–9). For Lesson 7, the focus is criteria #1 and #2, Lesson 8’s focus is criteria #3 and #4, and Lesson 9’s focus is criteria #5 and #6. The teacher provides feedback on the two specific criteria for each conducting independent searches lessons using the **Conducting Independent Searches Checklist**.

Students begin the lesson by engaging in a research process check-in during which they update their **Student Research Plan**. The teacher introduces students to the **Conducting Independent Searches Checklist**, and students conduct research using the steps that they were introduced to in previous lessons. For homework, students continue conducting searches independently, following the steps taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, and record notes) and add to the Vocabulary Journal the new vocabulary learned through the research process.

Standards

Assessed Standard(s)	
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Addressed Standard(s)	
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry

	when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
L.9-10.4 a, c, d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

Assessment

Assessment(s)
The learning in this lesson will be captured through individual students' completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.
High Performance Response(s)
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> See model tools in Lessons 3–5 for High Performance Responses. <p>① Use Criteria #1 and #2 on the Conducting Independent Searches Checklist to assess and give feedback on the student's completed research tools.</p>

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or text-dependent questions)
<ul style="list-style-type: none"> None.*

*Students will encounter domain-specific vocabulary related to their individual research question/problem by reading, annotating, and recording notes on various sources. Students will track some of this vocabulary in their Vocabulary Journal when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: W.9-10.8, W.9-10.7 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability and Research Check-In Conducting Independent Searches Checklist Independent Searches Closing 	<ol style="list-style-type: none"> 5% 15% 15% 55% 10%

Materials

- Research Portfolios** (students have these)
- Student copies of the **Research Plan** (in their **Research Portfolio**)
- Copies of the **Conducting Independent Searches Checklist** for each student
- Student copies of the **Research Frame** (refer to 9.3.2 Lesson 6)
- Copies of the **Potential Sources Tool** for each student (refer to 9.3.1 Lesson 8)
- Student copies of the **Assessing Sources Handout** (refer to 9.3.2 Lesson 4)
- Copies of the **Taking Notes Tool** for each student (refer to 9.3.2 Lesson 5)
- Computers with Internet connection (one for each student)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: W.9-10.8. This lesson is the first of three independent search lessons that are assessed using a Conducting Independent Searches Checklist. This list serves as an assessment tool for the teacher while also focusing students on specific aspects of the search process for each independent searches lesson (Lessons 7–9). Two criteria serve as the focus for each independent searches lesson. Students begin the lesson by engaging in a research process check-in during which they update their Student Research Plan. Then the teacher introduces students to the Conducting Independent Searches Checklist and students conduct research using the steps that they learned in previous lessons.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability and Research Check-In

15%

Instruct students to take out the Lesson 6 homework which was the following: Select one to two of your strongest inquiry questions to begin pursuing through independent research by following the research steps outlined in Lessons 3–5 (plan for searches, assess sources, annotate sources, and record notes) using the respective tools for each of the search activities. Additionally, continue to add new vocabulary learned through the research process to the Vocabulary Journal.

- ▶ Students take out the Lesson 6 homework.

Instruct students to Turn-and-Talk with a classmate, discussing one credible and useful source they found related to one of the inquiry questions and two new vocabulary words learned through the source.

- ☞ Student responses will vary by students' individual research question/problem. Student responses may include the following:
 - I found a new source called "Animal Minds: Minds Of Their Own" that was credible and useful in answering my inquiry question: How are behavior and intelligence related? I found a passage about chimpanzees that is interesting: "In the wild, a chimpanzee may use four sticks of different sizes to extract the honey from a bee's nest. And in captivity, they can figure out how to position several boxes so they can retrieve a banana hanging from a rope." This source shows me that chimpanzees create tools and can problem-solve or change their behavior based on the environment.
 - I have learned two new vocabulary words through the source: "Animal Minds: Minds of Their Own." One word is *primates*. I have heard this word before but never knew its

meaning. I was able to figure out the meaning from the text where it describes chimpanzees and then uses the word *primates* to describe them.

① Consider circulating during the pair discussion to monitor student responses.

Instruct students to take out the Student Research Plan from the front of their Research Portfolio.

- ▶ Students take out their Student Research Plans.

Distribute the previous lesson's assessment, the Research Frames, with feedback, to each student and instruct students to examine the feedback.

- ▶ Students examine the feedback on the Research Frame.

Instruct students to review the Research Plan Part 2, where it discusses annotating and taking notes on sources (Lesson 5) and building a Research Frame (Lesson 6). Instruct students to use the previous lesson's homework and assessment (Research Frame) to journal about their research progress and next steps.

- ▶ Students review the Student Research Plan, Part 2 and use the previous lesson's homework and assessment to journal about their research progress and next steps.

- 💬 Student responses will vary by individual research question/problem but look for students to use the language of the Student Research Plan when reflecting on their research progress and next steps.

① Instruct students to continue the Research Journal started in Lesson 3. Students can write on separate sheets of paper or in a notebook and keep the Research Journal in the Research Portfolio.

Instruct students to file the Student Research Plan in the front section of the Research Portfolio and organize the materials from the previous lesson in Section 2: Gathering and Analyzing Information.

Activity 3: Conducting Independent Searches Checklist

15%

Share with students that this lesson begins a series of three lessons in which students will conduct independent searches during class time and for homework. Inform students that each independent searches lesson (Lessons 7–9) will have a different focus but will include all the steps of the research process taught in previous lessons.

- ▶ Students listen.

Display and distribute the Conducting Independent Searches Checklist. Explain to students that the Conducting Independent Searches Checklist synthesizes all the criteria for an effective search in one list. Explain to students that for each independent searches lesson (Lessons 7–9), students will focus on two criteria to assess their research progress. Inform students that for this lesson, criteria 1 and 2 will be the focus. However, this does not mean that all the research steps should not be completed; all of the criteria are important in conducting effective research. Remind students that the skills inherent in the criteria were taught throughout the previous lessons.

- ▶ Students examine the Conducting Independent Searches Checklist.

Instruct students to read the criteria in the Conducting Independent Searches Checklist and then Turn-and-Talk in pairs about the criteria. Instruct the pairs to consider the criteria's specific actions and any questions or clarification needed.

- 🗣 Student responses will vary but listen for students to use the language of the Conducting Independent Searches Checklist while discussing.

Lead a discussion of the criteria's specific actions and questions/clarification needed.

- Criterion #1: Uses inquiry questions to drive research and identify sources.
 - 🗣 The criterion's action is that the inquiry questions should drive the research. We should be searching for sources that provide information related to our inquiry questions. The research is based on inquiry or answering questions to gain a deeper understanding of the research question/problem.
- Criterion #2: Continually assesses sources for credibility; identifies the usefulness of a particular source and explains why a particular source does or does not help respond to an inquiry question.
 - 🗣 This criterion is describing how to assess sources by using the Potential Sources and Assessing Sources Tools introduced in earlier lessons. It is important to quickly get rid of any sources that are not credible, accessible, or useful.
- Criterion #3: Determines if information is sufficient to address established inquiry paths and questions in the Research Frame and adjusts the search accordingly.
 - 🗣 This criterion's action is describing how to assess the research and if there is enough to answer inquiry questions or address Inquiry Paths. Sometimes new questions will emerge and some questions will need to be eliminated based on the direction of the research. Sometimes additional sources will need to be explored.
- Criterion #4: Reads sources closely, analyzes details and ideas, and records notes for each source to determine how it addresses inquiry questions and paths.

- This criterion's action is about selecting key sources to read closely for information that addresses select inquiry questions and paths.
 - Criterion #5: Makes decisions about the research direction based on reviews of annotation and notes and relevance to inquiry questions/paths. This may include discontinuing inquiry paths and adding inquiry paths/questions.
 - This criterion's action is about deciding which inquiry paths and questions have been addressed by the research and making decisions about where to go with the research.
 - Criterion #6: Marks key info in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link to inquiry paths.
 - This criterion's action is about annotating and taking notes on key sources, but also beginning to analyze those sources for how they answer the selected inquiry question. This criterion also contributes to changes in research direction that might take place.
- ① These are responses to look for. Consider generating follow-up questions as necessary. Look for essential understanding of the criterion's action, its nonlinear nature, and the repetitive practices that research calls for.
- ① Students will not need to complete the Conducting Independent Searches Checklist; it is for teacher accountability purposes only.

Activity 4: Independent Searches

55%

Explain to students they will now transition to independent searches. Remind students they will be assessed on Criteria #1 and #2 on the Conducting Independent Searches Checklist. Remind students of the research steps (planning for searches, assessing sources, annotating, and taking notes).

Transition students to independent searches. Distribute extra tools as needed to each student.

- ▶ Students transition to independent searches.
- ① Consider displaying the search steps from Lessons 3–5 for students to see.
- ① Consider using the media center or library for this lesson so students have access to librarians or media center teachers.
- ① Students will need access to computers with Internet capacity for research purposes. Prepare for the lesson ahead of time by reserving space in rooms with technology access for all students.

Circulate around the room to support students as they engage in the research process. Ask students to consult the Conducting Independent Searches Checklist as a reminder of the various components of the research process.

- ▶ Students independently search for sources using the Research Frame and the steps from earlier lessons (planning for searches, assessing sources, annotating, and taking notes).
- ① Place students in heterogeneous groups of four or five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates' topics, research questions, central claims, etc. Students should share claims and evidence that arise from their individual inquiry and learn from each other's research processes, which they may use to potentially refine their own inquiry topics and questions.

Remind students to organize all search materials in their Research Portfolios, Section 2.

- ① Remind students to continue considering print and non-text media when researching and to think about how visuals or auditory media can provide information or demonstrate information in ways different from text.

Activity 5: Closing

10%

Inform students that the assessment will be based on Criteria #1 and #2 outlined in the Conducting Independent Searches Checklist.

- ▶ Students listen.

Collect the completed research tools from the lesson, including the Potential Sources Tools, Assessing Sources Tools, Taking Notes Tools, and a current Research Frame.

- ▶ Students turn-in the completed research tools from the lesson.

Display and distribute the homework assignment. For homework, instruct students to continue conducting searches independently, following the steps taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, and record notes) and add to the Vocabulary Journal the new vocabulary they learned through the research process.

- ▶ Students follow along.
- ① Distribute additional tools as needed. Students should bring in annotated sources and completed research tools as evidence of their independent research.

- ① Consider drawing students' attention to their application of standard L.9-10.4.a,c,d by using context to make meaning of a word; consulting reference materials to clarify its precise meaning; verifying the preliminary determination of its meaning.

Homework

Continue conducting searches independently, following the steps taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, and record notes) and add to the Vocabulary Journal any new vocabulary you learn through the research process.

Conducting Independent Searches Checklist

Name:		Class:		Date:	
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Conducting Independent Searches Criteria	Teacher Feedback
1. Uses inquiry questions to drive research and identify sources.	
2. Continually assesses sources for credibility; identifies the usefulness of a particular source and explains why a particular source does or does not help respond to an inquiry question.	
3. Determines if information is sufficient to address established inquiry paths and questions in the Research Frame and adjusts the search accordingly.	
4. Reads sources closely, analyzes details and ideas, and records notes for each source to determine how it addresses inquiry questions and paths.	
5. Makes decisions about the research direction based on reviews of annotation and notes and relevance to inquiry questions/paths. This may include discontinuing inquiry paths and adding inquiry paths/questions.	
6. Marks key info in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link to inquiry paths.	

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