11.3.1 | Lesson 9

Introduction

In this lesson, students focus on developing proficiency with two research tools. Students are introduced to the vocabulary journal and template as a way of organizing and exploring domain-specific language. Then students engage in a pre-search activity in order to begin gathering sources for further research in future lessons. This work develops students' proficiency for posing general and specific questions as well as their ability to validate the depth of and confirm interest in their proposed topics. Students use the Pre-Search Tool to record relevant information about the sources they find (author's name, topic, source, location, publication date, and general content/key ideas). This activity helps to develop students' capacity to find relevant sources independently, as well as to navigate through a wide pool of potential research sources. This activity also helps students confirm whether there is enough information available about their topic to warrant further research. The learning in this lesson is assessed via the Pre-Search Tool. Students gather a variety of sources and briefly explain how each source is related to their potential areas of investigation.

For homework, students review their various tools and notes to prepare for the End-of-Unit Assessment in 11.3.1 Lesson 11. In addition, students continue with their pre-searches and find three additional potential sources.

Standards

Assessed Standard(s)	
W.11-12.7	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.
Addressed Standard(s)	
L. 11-12.4.a-d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 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, its etymology, or its standard usage. 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).

Assessment

Assessment(s)
The learning in this lesson is assessed via the Pre-Search Tool. Students gather a variety of sources and briefly explain how each source is related to their potential areas of investigation.
High Performance Response(s)
A High Performance Response should: • Identify and organize the source title, location, and author (e.g., "When the U.N. Fails, We All Do" (http://www.newsweek.com), Fareed Zakaria). • Explain how this source connects to the potential area of investigation (e.g., This source discusses some of the steps taken after the Rwandan genocide and asks that nations hold themselves to higher standards of action in the future. By providing additional perspective on the challenges faced by both survivors of the genocide and the nations who were involved, this source helped to broaden and inform my understanding of how genocide is addressed.). • Provide a summary of findings and analyze the potential of this area of investigation (e.g., There are a lot of references to important historical events and documents that I do not fully understand. I will need to do additional background research to be able to examine these documents thoroughly.). • See the Model Pre-Search Tool at the end of this lesson.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*
Additional vocabulary to support English Language Learners (to provide directly)
• None.*

• * In their research and reading, students encounter domain-specific vocabulary related to their individual research questions/problems. Students track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework. The vocabulary journal and process is introduced in this lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.11-12.7, L.11-12.4.a-d **Learning Sequence:** 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Vocabulary Journal Introduction 4. Pre-Search Tool and Assessment 5. Closing	 1. 5% 2. 10% 3. 20% 4. 60% 5. 5%

Materials

- Student copies of the Exploring a Topic Tool (refer to 11.3.1 Lesson 8)
- Copies of the Vocabulary Journal Template for each student
- Copies of the Pre-Search Tool 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.
	Italicized text indicates a vocabulary word.
▶	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.11-12.7. In this lesson, students use the inquiry questions they developed in the previous lessons and begin the pre-search for sources, recording relevant information on the Pre-Search Tool.

- Students look at the agenda.

Activity 2: Homework Accountability   10%

Instruct students to take out their responses to 11.3.1 Lesson 8's homework assignment. (Identify another issue of interest using your Surfacing Issues Tool and develop a potential area of investigation for that topic. Be prepared to discuss your additional topic and area of investigation in the following lesson). Instruct students to talk in pairs and discuss their responses to the homework assignment.

Ask student volunteers to share out a topic of interest developed for homework. Remind students to clarify the area of investigation to which the question relates.

- Student responses may include the following:

Topic / Issue	Area within topic	Interest	Phrased as a question
Human rights	I would like to know more about how human rights are defined and who makes sure that our human rights are protected. I would also like to know more about human rights in different countries and if the United States has different rules about human rights than other countries.	I am interested in this topic because I would like to know more about how different countries define and treat human rights as well as punish those who violate people's human rights.	How do different countries define and protect human rights?
Memory	I would like to know more about the science and what happens in the brain when a person forgets. I would be interested in exploring if humans have been able to develop ways to forget specific memories or to prevent memory loss using science.	I think the idea that humanity has a responsibility to remember is fascinating. I am interested because I would like to know if people have the right to their own memories or if they are ethically obliged to remember things they might rather forget.	Can science help us to forget? Can it help prevent memory loss?

Activity 3: Vocabulary Journal Introduction   20%

Explain to students that the research process exposes them to new vocabulary through the reading of a wide variety of academic texts. Instruct students to keep track of new vocabulary by using a vocabulary journal. Students should also use the vocabulary journal to record their reflections and the strategies employed to learn the vocabulary.

- Students listen.

Explain to students that the vocabulary they track in the vocabulary journal should be new words they encounter in their searches that interfere with their understanding of the text. Additionally, the words should fit into one of two categories. One category includes words

that are found across multiple texts, in a variety of contexts; these are words that may appear in many of their content classes like science, math, English, and social studies. Examples are words like *consent*, *relevant*, and *assess*. The second category of words includes vocabulary that is specific to one content area or class. These are words like *reconciliation*, *Janjaweed*, and *impolitic*. Ask students to record in their vocabulary journals any difficult words that may fit into one of the categories above.

- Students listen.

- Remind students that the volume of unknown words should not prove such an obstacle that the text is largely inaccessible. The Pre-Search Tool should help students vet sources for issues of accessibility.

Remind students of the following strategies from standards L.11-12.4 a-d. Explain to students that they can employ the following strategies to determine the meaning of unknown words or phrases:

- 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 (L.11-12.4.a).
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). How do changes in prefixes and suffixes affect word meaning? (L.11-12.4.b).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology (L.11-12.4.c).
- Verify the meaning of the word or phrase (by checking the inferred meaning in context or in a dictionary) (L.11-12.4.d).

Inform students that etymology is an important part of learning vocabulary. *Etymology* is the study of the origin of words and the way in which their meanings have changed throughout history.

- Students listen.

- Consider displaying the strategies for students to see.

Instruct students that when the vocabulary journal is assigned for homework, they should complete it by following three steps:

- Describe where you encountered the word/phrase in the research.
- Explain how you tried to figure out the meaning of the word/phrase.
- Confirm the word's meaning as it is used in the research text by using a reference source (dictionary, encyclopedia, etc.).

- Students listen.

- Consider instructing students to use notebooks or additional paper for the vocabulary journal. The notebook or additional paper can be kept in the Research Portfolio throughout the research process in 11.3.2.

Activity 4: Pre-Search Tool and Assessment   60%

Now that students have developed their inquiry questions for two to three areas of investigation in the Exploring a Topic Tool from 11.3.1 Lesson 8, instruct students to use one of these questions to guide preliminary research into one area of investigation. Inform students that the goal of this lesson's pre-search is not to fully answer their inquiry questions, but to ensure there is enough source material to perform more in-depth research and to ensure there are multiple perspectives on the research issue.

Instruct students to use this lesson's pre-search exercise to refine their inquiry questions before beginning more detailed research. Finally, instruct students to use this pre-search to confirm their interest in the topic, as well as the area of research to which their question leads them.

- Students listen.

Distribute the Pre-Search Tool and instruct students to use the Pre-Search Tool to record general information about the sources they find, including title, location, author's name, and how the source relates to the topic. Explain to students that this process helps them to keep track of their sources.

- Students examine the Pre-Search Tool and listen.

Instruct students to use the resources available to them (the Internet, library, librarian/media specialist, etc.) to begin independently searching for sources. Inform students that, at this point, they should not read closely and annotate the sources they find; instead, they should record general information on the Pre-Search Tool and read enough of the potential source to confirm that it is relevant. The students' goal should be to confirm that there is enough available information on this topic to warrant further research.

- Consider coordinating with the school's librarian/media specialist in advance to ensure computer access and support for students throughout the inquiry process. Encourage students to discuss their pre-searches with a librarian/media specialist. Explain to students that the librarian/media specialist has a broad knowledge of media resources, and can help students locate an array of resources appropriate for their research.

As they search, students should consider:

Do these sources point your research into a different area?

After reading through several potential sources, how could you refine your inquiry question to sharpen your research?

Do any of these sources make you curious about a related topic?

- Consider using available school resources to model a search for sources about preventing genocide.
    - Students follow along.

Instruct students to record basic information about the sources they identify using the Pre-Search Tool.

Pause for questions and clarification. Circulate and assist students as they conduct their pre-search.

- Students conduct their pre-searches.

- **Differentiation Consideration:** If students are not prepared to begin searching independently, or if they would benefit from working in pairs, consider organizing students by topic into small groups of two to four. Students may work alongside one another and share with the group the sources they find individually. This model may help students to articulate general information about the source as they explain it to the rest of the group.
    - Students use the resources available to them to begin independently searching for sources and recording what they find on the Pre-Search Tool.

Transition students out of small groups and instruct students to independently review and evaluate their Pre-Search Tool. Remind students to be aware of any potential spelling or grammatical errors before submitting the tool.

- Students independently review their Pre-Search Tool.

- See the High Performance Response at the beginning of this lesson.

- The Pre-Search Tool serves as the assessment for this lesson.

Activity 6: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to continue to read the sources they found during their pre-searches and identify, record, and define unknown vocabulary using their vocabulary journals. Ask students to check the definitions for at least five unknown vocabulary words. Remind students to be prepared to discuss this vocabulary and the definitions they found for these words in the following lesson.

- Students follow along.

Homework

Continue to read the sources you found during your pre-searches and identify, record, and define unknown vocabulary using your vocabulary journal. Check the definitions of at least five unknown vocabulary words. Be prepared to discuss these words and their definitions in the following lesson.

Vocabulary Journal Template

Name:		Class:		Date:	

Directions: Use this tool to track encountered words and phrases, and document the strategies used to identify these words.	
Word:	
Describe where you encountered the word/ phrase in the research.	
Discuss how you tried to figure out the meaning of the word/phrase in context.	
Confirm the word or phrase meaning as it is used in the research text by using a reference source (e.g, dictionary, encyclopedia, etc.).	
Word:	
Describe where you encountered the word/ phrase in the research.	
Discuss how you tried to figure out the meaning of the word/phrase in context.	

| Confirm the word's meaning as it is used in the research text by using a reference source (dictionary, encyclopedia, etc.). | |

Model Vocabulary Journal Template

Name:		Class:		Date:	

Directions: Use this tool to track encountered words and phrases, and document the strategies used to identify these words.	
Word: *ideology*	
Describe where you encountered the word/ phrase in the research.	This word is mentioned in one of my articles about genocide. I don't know what it means but it seems related to the causes of genocide.
Discuss how you tried to figure out the meaning of the word/phrase in context.	It appears in the phrase "absolutist ideology" and seems to have a number of different types such as "religious, philosophical, or political." This context makes me think it means something similar to a way of thinking.
Confirm the word's meaning as it is used in the research text by using a reference source (dictionary, encyclopedia, etc.).	The dictionary says that it means "the body of doctrine, myth, belief, etc., that guides an individual, social movement, institution, class, or large group," so my original understanding of the word was correct.
Word: *amelioration*	
Describe where you encountered the word/ phrase in the research.	This word is in a passage about international justice. It is not necessary for understanding as it is used with a synonym, but understanding the word should help me understand the differences with how the international community addresses genocide.
Discuss how you tried to figure out the meaning of the word/phrase in context.	It appears right next to the word *change* in the phrase, "enough pressure in certain instances to bring about amelioration or change," so it probably means some sort of positive action in relation to acts of genocide.

Confirm the word or phrase meaning as it is used in the research text by using a reference source (e.g., dictionary, encyclopedia, etc.).	The definition of *ameliorate* is: "to make or become better, more bearable, or more satisfactory; improve." Here it means to ease the situations resulting from genocide.

Pre-Search Tool

Name:		Class:		Date:	

Directions: Use this tool to record general information about the sources you find and their relevance to your potential area of investigation.	
Source Notes	**How does this source connect to your potential area of investigation?**
Source # 1 Title: Location: Author:	
Source # 2 Title: Location: Author:	

Source # 3 Title: Location: Author:	

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Is there enough source information to research this potential area of investigation?

Model Pre-Search Tool

Name:		Class:		Date:	

Directions: Use this tool to record general information about the sources you find and their relevance to your potential area of investigation.	
Source Notes	**How does this source connect to your potential area of investigation?**
Source # 1 Title: When the U.N. Fails, We All Do Location: http://www.newsweek.com Author: Fareed Zakaria	This article discusses some of the challenges that the U.N. faces in combating terrorism. It raises a lot of interesting questions about international involvement in many different areas. It is very critical of world power involvement and the lack of effective action from the U.N.
Source # 2 Title: Why Genocide? Location: http://thehumanist.com Author: Fred Edwords	In this article, Edwords approaches the issue of genocide by asking a number of questions about why people perpetrate genocide. The reasons behind genocide will be crucial to understand why genocide occurs and what can be done to prevent it.
Source # 3 Title: After Rwanda's Genocide Location: http://www.nytimes.com/2014/04/09/opinion/after-rwandas-genocide.html Author: The Editorial Board [New York Times]	This source discusses some of the steps taken after the Rwandan genocide and asks that nations hold themselves to higher standards of action in the future. By providing additional perspective on the challenges faced by both survivors of the genocide and the nations who were involved this source helped to broaden and inform my understanding of how genocide is addressed.

Is there enough source information to research this potential area of investigation?

Yes. However, there are a lot of references to important historical events and documents that I don't have a full understanding of. I need to do additional background research to be able to examine these documents thoroughly.