11.3.1 | Lesson 10

Introduction

In this lesson, students continue with their pre-searches, using the Pre-Search Tool to collect relevant information about the sources they find and their vocabulary journals to record unfamiliar words they encounter as they search. Students then engage in discussion around authors' perspectives and consider authors' perspectives as they search for sources. Student learning is assessed via a Quick Write at the end of the lesson: Refine or rewrite your inquiry questions based on the results of your pre-search. Explain in two to three sentences what changes you have made to your question and what aspects of your sources led you to make the changes. If you feel changes are unnecessary, write two to three brief sentences explaining how the sources you found validate your initial question.

For homework, students review their notes and annotations in preparation for the End-of-Unit Assessment and continue with their pre-searches to 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)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt.   • Refine or rewrite your inquiry questions based on the results of your pre-search. Explain in two to three sentences what changes you have made to your question and what aspects of your sources led you to make the changes. If you feel changes are unnecessary, write two to three brief sentences explaining how the sources you found validate your initial question.
High Performance Response(s)
A High Performance Response should: • Provide an explanation of changes made to the inquiry question (e.g., I changed my questions from "Is there a mental or physical illness associated with people who have committed genocide?" to "What causes people to commit genocide?" My original question was too specific and did not yield a large set of sources to examine; it also led to a lot of material that seemed questionably accurate. My new question allows for a much larger variety of sources to examine.).   • Provide an explanation if changes are not made to the inquiry question (e.g., My question "Who is responsible for genocide?" has provided me with a large variety of sources from many different publications; the material that addresses this question also raises many different questions about the nature of genocide that may prove useful in further research).

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.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: W.11-12.7, L.11-12.4.a-d **Learning Sequence:** 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Independent Pre-Search 4. Quick Write 5. Closing	 1. 5% 2. 15% 3. 55% 4. 20% 5. 5%

Materials

• Student copies of the Pre-Search Tool (refer to 11.3.1 Lesson 9)

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. Explain to students that they should use their inquiry questions to continue the pre-search process around their topic. Students begin to consider the role of the author's perspective as they select their sources.

- Students look at the agenda.

Activity 2: Homework Accountability   15%

Instruct students to take out their responses to 11.3.1 Lesson 9's homework assignment. (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). Instruct students to form pairs and discuss two to three vocabulary words they identified and explain how these words function in the context of the source discovered in their pre-searches.

- Student pairs take out their homework and discuss two to three vocabulary words and how these words function in the context of the source.

- Student responses vary by sources.

- Consider reminding students of their previous work with L.11-12.4.a-d, to which they were reintroduced in 11.3.1 Lesson 9.

- Consider circulating around the class to ensure that students are identifying Tier II or III words that build understanding within and across topics.

- Consider collecting the homework to assess students' research progress.

Activity 3: Independent Pre-Search   55%

Instruct students to take out their Pre-Search Tools. Explain that students should continue searching for sources related to their inquiry questions. Remind students to focus on the techniques taught in the previous lesson (11.3.1 Lesson 9) around detailed searching and vocabulary collection.

Explain to students that they should begin to consider how to synthesize multiple sources in order to broaden their understanding of a topic. By collecting a wide sampling of sources, students develop a better understanding of the various perspectives involved in a specific topic.

- Students take out their Pre-Search Tools.

Explain to students that they are going to encounter authors with differing perspectives while researching topics such as international law and human rights. Explain that a *perspective* is how someone understands an issue, including his/her relationship to and analysis of the issue. Explain that an author's perspective can be hidden within the text and not immediately evident; news articles and impartial studies may not explicitly state a perspective. Inform students that an argument text—like those they might find during their pre-searches—will most likely have an explicit perspective.

- Students listen.

- If necessary, allow time for students to ask questions to clarify their understanding of *perspective*.

Instruct students to consider an author's perspective while reading, and include a sentence or two on the Pre-Search Tool briefly summarizing what they believe to be an author's perspective. To do this, students should ask themselves:

What do I know about the author?

What do I know about the publication?

What does the author explicitly say in the text?

Can I infer a perspective based on the author's tone, language, and approach?

- Students listen.
- Consider posting or projecting these questions.
- **Differentiation Consideration:** If students require modeling for comprehension, consider offering an example perspective summary using an available model source.

Instruct students to continue with their pre-searches.

- Students continue with their pre-searches, using the Pre-Search Tool to support them.
- Consider taking students to the school library to use the physical and technological resources available to them there. Encourage students to discuss their pre-searches with a media specialist or librarian.

Activity 5: Quick Write   20%

Instruct students to respond briefly in writing to the following prompt.

Refine or rewrite your inquiry questions based on the results of your pre-search. Explain in two to three sentences what changes you have made to your question and what aspects of your sources led you to make the changes. If you feel changes are unnecessary, write two to three brief sentences explaining how the sources you found validate your initial question.

- Students listen and read the Quick Write prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.

Before responding, students should consider the following questions:

Do these sources point your research in a different direction?

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 something else?

Transition to the independent Quick Write.

- Students independently answer the prompt using evidence from the text.

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

Activity 6: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to review their notes and annotations on "Hope, Despair and Memory," as well as their notes from this lesson's discussion activity, in preparation for the End-of-Unit Assessment. In preparation for the second part of the assessment, instruct students to review their Surfacing Issues Tool and Exploring a Topic Tool. Inform students that the End-of-Unit Assessment is a two-part writing assessment on the following prompts:

How do two or more central ideas interact and build on one another over the course of the text?

Articulate two to three areas of investigation and where they emerge from the text.

Additionally, instruct students to continue with their pre-searches. Ask students to find three more potential sources and record the following information on their Pre-Search Tools: author's name, topic, source, location, publication date, and general content/key ideas. Remind students to consider an author's perspective and, when appropriate, summarize it in the margins of the Pre-Search Tool.

- Students follow along.

Homework

Review your notes and annotations on "Hope, Despair and Memory," as well as your notes from this lesson's discussion activity, in preparation for the End-of-Unit Assessment. Review your Surfacing Issues Tool and Exploring a Topic Tool.

Additionally, continue with your pre-searches. Find three more potential sources and record the following information on your Pre-Search Tool: author's name, topic, source, location, publication date, and general content/key ideas. Remember to consider an author's perspective and, when appropriate, summarize it in the margins of the Pre-Search Tool.