

**11.3.2 Unit Overview****Engaging in an Inquiry-Based,  
Iterative Research Process to Support Argument  
Writing**

<b>Texts</b>	<p>Students choose texts for research based on their problem-based question.</p> <p><i>Model Research Sources:</i></p> <ul style="list-style-type: none"> <li>• “When the U.N. Fails, We All Do” by Fareed Zakaria (Source #1)</li> <li>• “Why Genocide?” by Fred Edwords (Source #2)</li> <li>• “After Rwanda’s Genocide” by The New York Times Editorial Board (Source #3)</li> <li>• “Bodies Count: A definition of genocide that makes sense of history” by Aaron Rothstein (Source #4)</li> <li>• “The Only Way to Prevent Genocide” by Tod Lindberg (Source #5)</li> <li>• “Convention for the Prevention and Punishment of Genocide” by William A. Schabas (Source #6)</li> <li>• “Convention on the Prevention and Punishment of the Crime of Genocide” by the Organization of American States (Source #7)</li> <li>• “The Ten Stages of Genocide.” By Gregory Stanton (Source #8)</li> <li>• “Why Do We Look the Other Way?” By Gregory Stanton (Source #9)</li> <li>• “Would you vote in favor of a treaty allowing individual prosecution for war crimes if it meant an American citizen might be a defendant?” by the University of Nebraska Lincoln (Source #10)</li> </ul>
<b>Number of Lessons in Unit</b>	15

File: 11.3.2 Unit Overview Date: 9/12/14 Classroom Use: 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

## Introduction

In this unit, students continue the research process begun in Unit 1. Students engage deeply in this iterative, non-linear process with the goal of deepening their understanding of topics and issues that lend themselves to argument. Students continue to learn how to use the inquiry-based research process to gather, assess, read, and analyze sources, while organizing and synthesizing research to develop claims and counterclaims about a specific problem-based question.

Students are formally introduced to the research process by creating a Research Portfolio and learning about the Student Research Plan, a roadmap for students to reflect on their ongoing research progress and next steps. Students vet the areas of investigation they developed in Unit 1 to select a specific research topic/issue. Students then learn how to develop specific inquiry questions and choose credible, relevant, and accessible sources by planning for searches, assessing sources, annotating sources, taking notes, and evaluating arguments effectively.

Through these inquiry steps, students create a problem-based question and an initial research frame to guide their independent searches. Using the reading skills developed in previous modules and the source assessment skills introduced in this unit, students conduct independent research employing inquiry questions to explore and deepen their understanding of their specific problem-based question. As the research process continues, students continually revisit the research frame to analyze their research direction and focus, assessing and making changes as necessary. As this iterative research process evolves, students organize and synthesize their data, make claims about inquiry paths, and eventually develop the problem-based question itself.

Students also examine and delineate arguments and craft their own counterclaims. As a precursor to the End-of-Unit Assessment, students engage in a small group presentation activity, developing their claims into an oral presentation with a focus on audience considerations. Students evaluate their peers' presentations and implement peer feedback in order to strengthen their claims, evidence, and reasoning.

There is one formal assessment in this unit; however, students continually reflect on their research progress through the use of a Research Journal. The End-of-Unit Assessment asks students to develop an Evidence-Based Perspective by writing a one-page synthesis of their personal conclusions and perspective derived from the research (W.11-12.7, W.11-12.9).

**Note:** This unit suspends Accountable Independent Reading (AIR). Students are held accountable for building a volume of independent reading as they read multiple sources and refine and deepen their understanding of their inquiry topic and problem-based question.

File: 11.3.2 Unit Overview Date: 9/12/14 Classroom Use: 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

## Literacy Skills & Habits

- Assess sources for credibility, relevance, and accessibility.
- Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument.
- Develop, refine, and select inquiry questions for research.
- Develop and continually assess a research frame to guide independent searches.
- Collect and organize evidence from research to support analysis in writing.
- Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research.
- Develop counterclaims in opposition to claims.
- Create oral presentations, keeping in mind audience's concerns, values, and potential biases.

## Standards for This Unit

CCS Standards: Reading-	
<b>CCRA.8</b>	<b>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>
<b>RI.11-12.1.a</b>	<b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</b> <b>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</b>

## CCS Standards: Writing

File: 11.3.2 Unit Overview Date: 9/12/14 Classroom Use: 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<b>W.11-12.1.a, b</b>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>
<b>W.11-12.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.11-12.7</b>	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.
<b>W.11-12.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>W.11-12.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## CCS Standards: Speaking &amp; Listening

File: 11.3.2 Unit Overview Date: 9/12/14 Classroom Use: 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

SL. 11-12.1.d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. <b>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</b>
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	<b>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b>

## CCS Standards: Language

L. 11-12.4.a-d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , 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., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ). 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).
-------------------	---

**Note:** Bold text indicates standards that will be assessed in the unit.

File: 11.3.2 Unit Overview Date: 9/12/14 Classroom Use: 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

## Unit Assessments

Ongoing Assessment	
<b>Standards Assessed</b>	CCRA.8, RI.11-12.1.a, W.11-12.1.b, W.11-12.7, W.11-12.8, W.11-12.9, SL.11-12.1.d, SL.11-12.4
<b>Description of Assessment</b>	<ul style="list-style-type: none"> <li>Varies by lesson but may include completed research tools, responses to Quick Write prompts focused on developing research skills, and vocabulary learned through research as tracked in the vocabulary journal.</li> </ul>

End-of-Unit Assessment	
<b>Standards Assessed</b>	W.11-12.7, W.11-12.9
<b>Description of Assessment</b>	<ul style="list-style-type: none"> <li>Students submit a completed Research Portfolio with four organized sections including: 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, and 4. Discarded Material. The Research Journal is also located in the Research Portfolio.</li> <li>Students write a one-page synthesis of their developing perspectives derived from their research. Students draw on the research evidence collected to express an Evidence-Based Perspective about their problem-based questions.</li> </ul>

File: 11.3.2 Unit Overview Date: 9/12/14 Classroom Use: 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

## Unit-at-a-Glance Calendar

File: 11.3.2 Unit Overview Date: 9/12/14 Classroom Use: 9/2014  
© 2014 Public Consulting Group. This work is licensed under a  
Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



Lesson	Text	Learning Outcomes/Goals
1	Students choose texts for research based on their individual research question/problem.	Students are formally introduced to the research unit and construct a Research Portfolio to house all research they previously conducted in Unit 1 and the research materials distributed and gathered in this unit. Additionally, students vet their two or three possible areas of investigation (from Unit 1, Lessons 9-10) to identify a research topic/area of investigation for use throughout the unit.
2	Students choose texts for research based on their individual research question/problem.	Students generate more specific inquiry questions to frame their research. Students were introduced to inquiry questions in Unit 1; in this lesson they learn how to craft specific inquiry questions for their selected research topic/area of investigation developed in the previous lesson. Students engage in a research process check-in during which they review the Student Research Plan Handout. Students also review inquiry questions from Unit 1 and generate, vet, and refine specific inquiry questions for their research topic/area of investigation using a Specific Inquiry Questions Checklist.
3	Students choose texts for research based on their individual research question/problem.	Students learn how to select inquiry questions, plan search locations, and use key words and phrases to conduct effective and efficient research. Additionally, students learn how to formally assess sources for credibility, accessibility, and relevance.
4	Students choose texts for research based on their individual research question/problem.	Students continue to develop their research skills as they learn how to read important sources closely for selected inquiry questions, using annotation and note taking. Students are introduced to additional annotation codes and a Taking Notes Tool.
5	Students choose texts for research based on their individual research question/problem.	Students learn how to evaluate an evidence-based argument. Students work to develop an ability to identify the necessary components of a compelling argument, systematically evaluate arguments, and assess the effectiveness of these arguments.

File: 11.3.2 Unit Overview Date: 9/12/14 Classroom Use: 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License



Lesson	Text	Learning Outcomes/Goals
6	Students choose texts for research based on their individual research question/ problem.	Students construct a frame (Research Frame Tool) to guide their research by establishing inquiry paths that allow them to explore various aspects of their research topic/ area of investigation. Students group their inquiry questions thematically, establish a problem-based question, and formally plan their research using the Research Frame Tool.
7	Students choose texts for research based on their individual research question/ problem.	Students begin to conduct searches independently using the Research Frame and associated search tools. This lesson is the first of three lessons during which students conduct sustained, independent research during class. While researching, students consider how to use inquiry questions to drive research while continually assessing sources for credibility and usefulness in answering those inquiry questions.
8	Students choose texts for research based on their individual research question/ problem.	Students continue to conduct searches independently using the Research Frame as a guide, with the associated search tools. This lesson is second in a series of three lessons focusing on the independent search process. It builds on the previous lesson as students determine whether the research surfaced is sufficient to address established inquiry paths and questions, and adjust the search accordingly. Additionally, students read sources closely, analyze details and ideas, and take notes for each source to determine how it addresses inquiry questions and paths.
9	Students choose texts for research based on their individual research question/ problem.	This lesson is the last in a series of three lessons focused on conducting searches independently. Students assess their current search process and make strategic decisions about changes, additions, and deletions to the Research Frame. Students make final decisions about their research direction and revise their Research Frame accordingly.

File: 11.3.2 Unit Overview Date: 9/12/14 Classroom Use: 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Lesson	Text	Learning Outcomes/Goals
10	Students choose texts for research based on their individual research question/ problem.	Students analyze and synthesize their research to make claims about inquiry questions within an inquiry path. Students complete at least two Forming Evidence-Based Claims Tools for all inquiry paths on the Research Frame. These initial claims are the foundation for the Evidence-Based Perspective students will develop in Lesson 15.
11	Students choose texts for research based on their individual research question/ problem.	In this lesson, students organize, analyze, and synthesize their claims (Forming Evidence-Based Claims Tools) from the previous lesson to develop comprehensive claims about each inquiry path in the Research Frame. This work directly prepares students for developing and writing an Evidence-Based Perspective (End-of-Unit Assessment) in Lesson 15.
12	Students choose texts for research based on their individual research question/ problem	Students choose one claim from the previous lesson to form a counterclaim in opposition to that claim. Students identify evidence to support their counterclaims and record that information on the Forming Counterclaims Tool before using the Evidence-Based Claims Criteria Checklist to evaluate a peer's counterclaim.
13	Students choose texts for research based on their individual research question/ problem.	Students assess the strengths and limitations of the claims they wrote in the previous lesson and assess the clarity of their claims. Students prepare a Presentation Outline in preparation for the following lesson.
14	Students choose texts for research based on their individual research question/ problem.	Students present their claims orally in small groups to synthesize their findings and prepare for the End-of-Unit Assessment, in which they will articulate the perspective developed during their research. Students incorporate presentation feedback into their claims to strengthen their evidence and reasoning.

File: 11.3.2 Unit Overview Date: 9/12/14 Classroom Use: 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Lesson	Text	Learning Outcomes/Goals
15	Students choose texts for research based on their individual research question/problem.	Students complete the End-of-Unit Assessment by conducting a final review of the Research Portfolio and writing an Evidence-Based Perspective based on the research outcomes from the unit. Students submit the final Research Portfolio and the Evidence-Based Perspective. The Evidence-Based Perspective is assessed using a rubric based on the Research Portfolio content.

## Preparation, Materials, and Resources

### Preparation

- Identify and contact the media specialist/librarian/person best positioned to assist students with conducting research.
- Reserve computer lab or classroom with technology and Internet access for all students.
- Read and annotate model sources (see page 1).

### Materials/Resources

- Binders or Electronic Folders (for the Research Portfolio)
- Access to technology (if possible): computers with Internet connection, interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see Materials list in individual lesson plans
- Chart paper
- Highlighters
- Copies of the 11.3.2 End-of-Unit Evidence-Based Perspective Rubric

File: 11.3.2 Unit Overview Date: 9/12/14 Classroom Use: 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License