11.3.2 | Lesson 2

Introduction

In this lesson, students learn how to generate more specific inquiry questions to frame their research. Students were introduced to inquiry questions in 11.3.1 and in this lesson they learn how to craft specific inquiry questions for their selected research topics/areas of investigation developed in 11.3.2 Lesson 1.

In the beginning of the lesson, students engage in a research process check-in during which they review the Student Research Plan Handout, which serves as a guide to the research process and a place to reflect on next steps. Next, students review inquiry questions from 11.3.1 and help generate inquiry questions for their peers' research topics/areas of investigation. Individually, students use a Specific Inquiry Questions Checklist to vet the inquiry questions brainstormed by their peers and finalize a list of at least five specific inquiry questions that guide their research. Student learning is assessed via the specific inquiry questions they generate during this lesson that guide their research.

For homework, students continue to craft, vet, and refine five additional specific inquiry questions for their research topic/area of investigation using the Specific Inquiry Questions Checklist.

Standards

Assessed Standard(s)	
RI. 11-12.1.a	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. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(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)	
W.11-12.8	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.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via the specific inquiry questions they generate during this lesson that guide their research.
• The inquiry questions developed depend on students' specific research topics/areas of investigation. Students' two specific inquiry questions are evaluated using the Specific Inquiry Questions Checklist criteria.

High Performance Response(s)
A High Performance Response should:
• Align to the criteria detailed in the Specific Inquiry Questions Checklist. See Model Specific Inquiry Questions Checklist for a High Performance Response.
• The Specific Inquiry Questions Checklist serves as the assessment for 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 will encounter domain-specific vocabulary related to their individual research questions/problems. Students will 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:	
• Standards: RI.11-12.1.a, W.11-12.7, SL.11-12.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Student Research Plan	3. 5%
4. Inquiry Questions Review	4. 10%
5. Small Group Brainstorm	5. 25%
6. Vetting Specific Inquiry Questions	6. 20%
7. Finalizing Specific Inquiry Questions and Assessment	7. 20%
8. Closing	8. 5%

Materials

- Student copies of the Pre-Search Tool (Refer to 11.3.1 Lesson 9)
- Research Portfolios (Refer to 11.3.2 Lesson 1)
- Copies of the Student Research Plan Handout for each student
- Copies of the Specific Inquiry Questions Checklist for each student

- **Differentiation Consideration:** Student copies of the Posing Inquiry Questions Handout (refer to 11.3.1 Lesson 4)

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 assessed standards for this lesson: RI.11-12.1.a and W. 11-12.7. In this lesson, students learn how to generate specific inquiry questions to frame their research. First, students engage in a research process check-in and overview the Student Research Plan Handout. Then students work in small groups to help generate specific inquiry questions for their peers' research topics/areas of investigation. Using the Specific Inquiry Questions Checklist to vet the brainstormed inquiry questions, students finalize a list of at least five specific inquiry questions to guide their research. Students turn in two of these specific inquiry questions for assessment purposes.

- Consider reminding students of their work with W.11-12.7 in 11.3.1 Lesson 8 and 11.3.2 Lesson 1.

- Consider reminding students of their work with RI.11-12.1.a in 11.3.1 Lesson 4.

  - Students look at the agenda.

Activity 2: Homework Accountability   10%

Direct students to take out the Pre-Search Tool from the previous lesson's homework. (Use the Pre-Search Tool from 11.3.1 to search for two sources related to the research topic/area of

investigation you drafted in the lesson.) Instruct students to talk in pairs about two sources they discovered relating to the research topic/area of investigation and explain how the two sources connect to the research topic/area of investigation.

- Student responses vary based on individual research questions and research conducted, but may include:

  o My area of investigation is "causes of religious fanaticism." I found one source called "Religious fanaticism—is it really religious?" from Milligazette.com. The source said that there are many contributing factors to fanatical actions. Not all people who are labeled religious fanatics are acting in the interest of religion; they may have political, social or cultural motivations as well. Another source is from thehuffingtonpost.com, which also suggests that religion is one of many factors that cause fanatical actions such as terrorism.

  o I am researching government persecution. I found one source on nationalreview.com that is about the persecution of Christians in China and how there are a lot of people in China who do not have religious freedom. Another source I found was from *The New York Times* about the anti-gay propaganda laws in Russia. It describes the persecution of the LGBT community in Russia, and suggests that the law, which makes it illegal to discuss anything about homosexuality to anyone under 18, is vague. Gay rights activists say this law is open to abuse and anyone who supports gay rights could be arrested.

Activity 3: Student Research Plan   5%

Explain that students track the research process at the beginning of most lessons to ensure they understand the research steps, have no outstanding questions or concerns, and are making progress in their research. Instruct students to take out their Research Portfolios from 11.3.2 Lesson 1.

- Students listen and take out their Research Portfolios.

Distribute the Student Research Plan Handout to each student. Explain that this plan helps them track their research progress by describing the research process outcomes they should see at each step. Remind students that the research process is iterative, like a flowchart, as the Student Research Plan Handout indicates. There are specific steps that are "completed," but many steps in the process need to be repeated or revisited because research develops and builds on itself and can lead to different paths that may need to be explored.

- Students listen and examine the Student Research Plan Handout.

- Note that students are asked to reflect on the specific language of the research standards (W.11-12.7 and W.11-12.8) related to the plan's multiple parts, to ensure that they are tracking their own progress in meeting the research standards and implementing the standards' skills during the research process.

Instruct students to examine Part 1 of the Student Research Plan Handout. Remind them that some of these research processes were conducted in 11.3.1.

- Students examine the Student Research Plan Handout.

- The research processes addressed in Part 1 of the Student Research Plan Handout are completed in this lesson, and students will journal about their research progress and next steps in 11.3.2 Lesson 3.

Instruct students to file the Student Research Plan Handout in the front of the Research Portfolio in section 1.

- Students file their Student Research Plan Handouts.

Activity 4: Inquiry Questions Review   10%

Instruct students to Turn-and-Talk to review inquiry questions (taught in 11.3.1) by answering the following question:

What are key components of effective inquiry questions?

- Student responses may include:
  - The questions should lead to rich and relevant knowledge and information
  - They should be questions you want to answer
  - They are questions that can be explored through research
  - They should be questions that are clear and easily understood
  - The questions should lead to more questions
  - They are questions to which you do not already know the answer

- **Differentiation Consideration:** If students need help with this review, instruct them to refer to the Posing Inquiry Questions Handout from 11.3.1 Lesson 4.
- **Differentiation Consideration**: Consider writing notes from the discussion for students to see and apply during the small group brainstorm.

Remind students that they posed inquiry questions in 11.3.1 as an exploratory process to identify general areas of interest and confirm that a topic or area of investigation could be supported through research. The questions were more general in nature. Now that students have established a research topic/area of investigation, the role and nature of the inquiry questions will change, becoming more specific and serving as the "frame" to guide the exploration of the research topic/area of investigation. Explain to students that the focus of the next activity, the small group brainstorm, is to generate inquiry questions. Students should try to think about specific inquiry questions but the goal of the brainstorm is to generate a large number of questions. Later in the lesson, students will vet the questions for specificity.

- Students listen.

Remind students that in this module, they are asked to write a research-based argument paper on an issue. They have selected a research topic/area of investigation, but by the end of 11.3.2, they have crafted a problem-based question to explore through research. Ask students the following question:

How might asking inquiry questions about an issue be the same or different from what you discussed previously in this unit?

- Student responses may include:

   o Inquiry questions about an issue might guide an exploration of the issue's various claims.

   o Inquiry questions might identify which parts of the issue have strong claims, supported by evidence, while also helping to identify which parts of the issue may not be useful or debatable.

   o Inquiry questions can lead you to perspectives on the issue that you may not have considered.

- Remind students that they need to identify an issue to research. Compare two possible issues to show which might be a better fit for research-based argument exploration: "why genocide is bad and should be stopped" and "what is the most effective means to prevent genocide." Both of these topics are important questions for human society. However, "why genocide is bad and should be stopped" is a narrow opinion which does not lend itself to many different perspectives and solutions beyond a one-sided perspective; because genocide is clearly "bad," there is not much to argue about this question. "What is the most effective means to prevent genocide," on the other hand, elicits many different opinions and suggestions about that topic that can lead to more interesting and exploratory inquiry questions.

Remind students of the model research topic/area of investigation from 11.3.2 Lesson 1: preventing genocide. Instruct students to form pairs to Turn-and-Talk about three possible inquiry questions that might frame effective research for this model research topic/area of investigation.

- Student responses may include:
  - Who is responsible for preventing genocide?
  - What are different methods of preventing genocide?
  - Are armies useful for helping to prevent genocide?
  - What are instances in which genocide has been successfully prevented?
  - Can genocide be prevented?

Lead a share out of the possible inquiry questions and write them on the board or chart paper as examples for students to see.

- At this point in the lesson, the sample student responses do not need to be ideal inquiry questions. Later in the lesson, students vet questions and refine them into stronger and more specific inquiry questions that yield more than yes/no answers.

Activity 5: Small Group Brainstorm   25%

Inform students they are going to participate in a small group brainstorm to help them generate inquiry questions that explore as many potential aspects of their individual research topic/area of investigation as possible. The goal is for each student to walk away from the brainstorm with a plentiful volume of questions that can later be condensed and refined to frame their specific research topic/area of investigation. Remind students that the questions could be seeking factual answers, explanation, understanding, evaluation, or a combination of some or any of these.

Explain the directions for the small group brainstorm. Each student in the small group presents his or her research topic/area of investigation to the group. The group then generates as many inquiry questions as possible for that student's research topic/area of investigation. The student presenting a research topic/area of investigation records all the questions the group has brainstormed. The process continues until all students have presented their individual research topics/areas of investigation and the rest of the group has brainstormed questions.

- Students listen.

- Consider reminding students that in this lesson, they continue the work of collaborative discussion outlined in SL.11-12.1, taught in previous modules.

Instruct students to transition into small groups and complete the inquiry question brainstorm for each student in the group.

  - Student questions vary; questions brainstormed depend on the student's individual research questions/problems.

- **Differentiation Consideration:** Students learned about crafting and refining inquiry questions in 11.3.1. However, if students struggle during the small group activity to brainstorm effective inquiry questions, consider using the Specific Inquiry Questions Checklist to support students who are struggling. Recommend that students consider the checklist's criteria when brainstorming possible inquiry questions.

- Encourage students to build on and borrow questions from each other as they brainstorm. Many research topics may be related since all of the students generated their areas of investigation from "Hope, Despair and Memory" by Elie Wiesel in 11.3.1.

- Consider reassuring students that they should not worry about the specificity of the questions right now; for the purpose of the small group brainstorm, students need to help their peers generate as many inquiry questions as possible for their research topics/areas of investigation.

- Consider placing students in small groups that should remain consistent throughout the module. It may be helpful to form groups ahead of time to maximize the range of different research topics and questions within each group. (For example, one group might consist of a student researching the causes of religious fanaticism, another student researching the issue of government persecution, and another researching the implications of legalized racism on discriminated populations.) The goal of these groups is to create small communities of inquiry/research teams that provide support and are accountable to each other. Students should know about their teammates' research topics/areas of investigation. Students should share claims and evidence that arise from their individual inquiries and learn from each other's research processes, which they may potentially use to refine their own research topics/areas of investigation and inquiry questions.

Activity 6: Vetting Specific Inquiry Questions   20%

Bring students together as a whole class and distribute the Specific Inquiry Questions Checklist to each student. Explain to students that in this part of the lesson they use the Specific Inquiry Questions Checklist to vet, select, and refine at least five specific inquiry questions from the previous small group brainstorm activity.

- Students listen and examine the Specific Inquiry Questions Checklist.

Model for students how to use the Specific Inquiry Questions Checklist using the following question brainstormed in the Inquiry Questions Review (Activity 4):

- Can genocide be prevented?

Model for students how to evaluate the question using the Specific Inquiry Questions Checklist.

Instruct students to look at criterion number 1: "Does the question have an appropriate scope or purpose? Does it focus on an important aspect of the research topic/area of investigation?" Explain to students that this question does relate to the research topic/area of investigation and focuses on an aspect of the research topic/area of investigation because it is asking whether preventing genocide is possible.

Instruct students to look at criterion number 2 on the Specific Inquiry Questions Checklist: "Is the question useful? Will it lead to meaningful inquiry?" Explain to students that the question is useful, but it may not lead to further inquiry. If the answer is no, for example, the inquiry would end.

Instruct students to look at criterion number 3: "Is the question answerable through research?" Explain to students that this question is answerable through research. Researchers could find information about whether it is possible to prevent genocide, but that information might also just be opinion-based without any factual support.

Instruct students to look at criterion number 4: "Is your question understandable or clear?" Explain to students that the question is clear and understandable because it is a simple, straightforward question that requires a factual response.

Instruct students to look at criterion number 5: "Does your question require multiple answers and possibly more questions?" Explain to students that the question requires a relatively straightforward answer and is likely not to elicit multiple answers, so it does not fit this criterion.

Instruct students to look at criterion number 6: "Is your question's answer unknown to you?" Explain to students that the answer of this question is not known; but Wiesel does suggest the answer to this question is yes, we can prevent genocide.

- Students follow along.

Ask students the following question:

How could you rephrase this question to generate richer inquiry?

- Student responses may include:
  - How have people tried to prevent genocide?
  - Are there factors that cause genocide that can be prevented?
  - What are the steps involved in preventing genocide?
  - Who should be involved in preventing genocide?
  - What groups of people are in most need of an active genocide prevention system?

Point out that the original question could be answered with a "yes" or "no" response. Model for students how to tailor the inquiry question to make it more specific, to focus on an aspect of the model research topic/area of investigation, and to make it require more than a yes/no answer. Explain to students that a way to alter the question is to think about the type of answers they want to get. Beginning a question with the word *can* requires the answer to be yes or no. Changing the beginning of the question can alter the answer they receive: "How can genocide be prevented?" Revising the question in this way also leads to more inquiry.

- Students follow along.

Guide students through the Specific Inquiry Questions Checklist to vet the first inquiry question ("Who is responsible for preventing genocide?") by having them check off the appropriate categories on their checklist.

- Students independently practice vetting the new inquiry question by using the Specific Inquiry Questions Checklist.
- See the Model Specific Inquiry Questions Checklist for possible student responses.
- **Differentiation Consideration:** If students need more support, consider having students practice in pairs vetting another question from the Inquiry Questions Review (Activity 4).

Activity 7: Finalizing Specific Inquiry Questions and Assessment   20%

Instruct students to individually examine their list of inquiry questions generated from the small group brainstorm activity and use the Specific Inquiry Questions Checklist to select, vet, and refine at least five specific inquiry questions for assessment.

- This process is appropriate for a lesson assessment because students previously crafted and refined inquiry questions in 11.3.1.

Instruct students to choose two of the richest or strongest specific inquiry questions and copy the questions on a separate sheet of paper. Students will turn in this paper for their assessment.

- Students complete the inquiry question assessment.
- Assess each student's two specific inquiry questions using the language of the Specific Inquiry Questions Checklist to provide feedback.
- **Differentiation Consideration:** If students struggle with choosing the richest or strongest specific inquiry questions, instruct them to think about choosing the inquiry questions that might lead to the richest inquiry or multiple sources of information.

Collect each student's two specific inquiry questions.

Instruct students to file their five specific inquiry questions in section 1 of their Research Portfolios ("Defining an Area of Investigation").

- Students file their questions in their Research Portfolios.
- The Specific Inquiry Checklist serves as the assessment for this lesson.

Activity 8: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to continue crafting, vetting, and refining five more specific inquiry questions for their research topic/ area of investigation using the Specific Inquiry Questions Checklist.

- Students follow along.

Homework

Continue crafting, vetting, and refining five more specific inquiry questions for your research topic/area of investigation using the Specific Inquiry Questions Checklist.

Student Research Plan Handout

Name:		Class:		Date:	

Research Process	Process Outcomes	Associated Materials	Standards
Part 1: Initiating Inquiry	• Generates, selects, and refines inquiry questions to explore topics. • Develops two to three research topics/areas of investigation from the research topic exploration. • Develops inquiry questions about areas of investigation. • Conducts pre-searches of areas of investigation. • Arrives at a research-based topic by vetting areas of investigation. • Generates specific inquiry questions for the research topic/ area of investigation.	• Surfacing Issues Tool • Posing Inquiry Questions Handout • Exploring a Topic Tool • Pre-Search Tool • Area Evaluation Checklist • Specific Inquiry Questions Checklist	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.

Research Process	Process Outcomes	Associated Materials	Standards
Part 2: Gathering Information	• Plans for searches by determining key words/phrases and finding credible and relevant sources. • Assesses sources for how credible, relevant, and accessible they are. • Annotates sources and records notes that help answer the inquiry questions. • Evaluates arguments using an evidence-based arguments checklist. • Builds an initial Research Frame with a problem-based question to guide independent searches. • Conducts searches independently.	• Potential Sources Tool • Assessing Sources Handout • Taking Notes Tool • Research Frame • Conducting Independent Searches Checklist • Evidence-Based Arguments Checklist	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. W.11-12.8: 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.

Research Process	Process Outcomes	Associated Materials	Standards
Part 3: Organizing and Synthesizing Inquiry	• Organizes, connects, and synthesizes evidence to develop evidence-based claims about inquiry questions and inquiry paths. • Further organizes, connects, and synthesizes evidence-based claims about inquiry paths and the problem-based question. • Reviews and synthesizes the research to develop a written evidence-based perspective.	• Forming Evidence-Based Claims Tool • Organizing Evidence-Based Claims Tool • Evidence-Based Claims Criteria Checklist • Forming Counterclaims Tool • Evidence-Based Perspective Rubric	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.

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Specific Inquiry Questions Checklist

Name:		Class:		Date:	

Research Question/Problem (Area of Investigation):

Question #1:

Question #2:

Question #3:

Question #4:

Question #5:

Criteria	Q1	Q2	Q3	Q4	Q5
1. Does the question have an appropriate scope or purpose? (Does it focus on an important aspect of the issue?)					
2. Is the question useful? Will it lead to meaningful inquiry?					
3. Is the question answerable through research?					

Criteria	Q1	Q2	Q3	Q4	Q5
4. Is the question understandable or clear?					
5. Does the question require multiple answers and possibly more questions?					
6. Is your question's answer unknown to you?					

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Model Specific Inquiry Questions Checklist

Name:		Class:		Date:	

Research Topic/Area of Investigation: preventing genocide

Question #1: Who is responsible for preventing genocide?

Question #2: What are different methods of preventing genocide?

Question #3: Are armies useful for helping to prevent genocide?

Question #4: What are instances when genocide has been successfully prevented?

Question #5: Can genocide be prevented?

Criteria	Q1	Q2	Q3	Q4	Q5
1. Does the question have an appropriate scope or purpose? (Does it focus on an important aspect of the issue?)	Yes, it does relate. It focuses on the people who are supposed to prevent genocide.	Yes. I need to answer this question to be able to explain how people have tried or try to prevent genocide,	Yes, this can help me understand if armies and the military have successfully prevented genocide.	Mostly, this question focuses on the history of genocide and if it has ever been prevented.	The purpose is appropriate because it is asking if this is a realistic goal.

Criteria	Q1	Q2	Q3	Q4	Q5
2. Is the question useful? Will it lead to meaningful inquiry?	Yes it is useful. But it will not lead to very meaningful inquiry, once I find out who is responsible the inquiry ends.	This is a useful question because it is talking about practical ways to prevent genocide. It will likely lead to more inquiry because there may be different perspectives on the best way to prevent genocide.	Maybe. This could lead to more inquiry or it could be a simple answer: yes they are or no they are not.	This is fairly useful because it could provide some historical background. On the other hand, it may be hard to determine when genocide has been prevented; finding information on when it happened will be easier.	This question relates to the topic but probably is not going to be very useful because it will be a yes or no answer.
3. Is the question answerable through research?	Yes, it can be answered through research.	Yes, it can be answered through research.	Yes, it can be answered through research.	Maybe, although it may be difficult to find data on genocides that have been prevented.	No, this is harder to research because it could only lead to opinions about whether it can be stopped. I might need to revise.

Criteria	Q1	Q2	Q3	Q4	Q5
4. Is the question understandable or clear?	Yes, it is understandable and clear because it asks for a factual answer.	Yes, it is understandable and clear because it asks a factual question about methods.	Yes it is understandable and clear because it asks a direct, factual question about armies.	No, I need to revise this question for clarity: "When has genocide been successfully prevented?" is better.	Yes, it is understandable because it asks for a definitive answer, but it may be hard to research.
5. Does the question require multiple answers and possibly more questions?	Not likely, it will only be a statement about who is responsible.	Yes, there are likely to be many answers to this question and it leads to questions about best practices and ways to prevent genocide.	Maybe, this may have a straightforward answer or it may bring up more questions about the role of the military and force.	Somewhat, although it may not lead to more questions if the answer is "never." If it has been prevented there would be more inquiry as to why.	No, this will not have many answers and it likely will not lead to more useful questions.
6. Is your question's answer unknown to you?	Yes, I do not know the answer.	Yes, I do not know the answer.	Yes, I do not know the answer.	Yes, I do not know the answer.	Yes, I do not know the answer