11.3.2 | Lesson 1

Introduction

In this first lesson of the unit, students are formally introduced to the research unit and continue the research process they began in 11.3.1. Students receive an overview of the research process and vet their two to three possible areas of investigation from 11.3.1 Lesson 11, in order to select a research topic/area of investigation to explore throughout the unit.

Students begin the lesson by learning more about the research process and constructing the Research Portfolio, which they use to house all research they conducted in 11.3.1 and the research materials they gather during this unit. Next, using the Area Evaluation Checklist, students vet their two to three possible areas of investigation that they previously refined in 11.3.1 Lesson 11, and independently select a research topic/area of investigation. Student learning is assessed via a Quick Write at the end of the lesson: Describe how you arrived at your specific research topic/area of investigation through the vetting process you conducted in the lesson. Explain how the Area Evaluation Checklist led you to select your specific research topic/area of investigation.

For homework, students use the Pre-Search Tool from 11.3.1 to search for two sources related to the research topic/area of investigation they draft in this lesson. Students prepare to discuss how the two sources connect to the research topic/area of investigation in the following lesson, 11.3.2 Lesson 2.

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)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L. 11-12.4.a, c, 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. 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: • Describe how you arrived at your specific research topic/area of investigation through the vetting process you conducted in the lesson. Explain how the Area Evaluation Checklist led you to select your specific research topic/area of investigation. • The Quick Write is assessed using the Area Evaluation Checklist.

High Performance Response(s)
A High Performance Response should: • Describe the specific area of investigation and the factors that helped the student narrow his or her choice (e.g., I chose the topic of preventing genocide because it had the most sources available, because it has a large scope for argument-based research, and because of my interest in the topic). • Explain how the criteria in the Area Evaluation Checklist support the evaluation of topics (e.g., The Area Evaluation Checklist helped me evaluate the topic by asking me to consider whether the topic led to more questions. This topic is strong enough to support further inquiry through questions such as, "Who is responsible for preventing genocide?" and "What has been done in the past to prevent genocide, and has it been successful?"). • Explain how the chosen area of investigation supports a research-based argument (e.g., There are several claims about the issue of preventing genocide, such as what governing body should take an active role in preventing genocides and what resources are needed to stop atrocities).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• vet (v.) – to appraise, verify, or check for accuracy, authenticity, or validity

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 & Text: • Standards: W.11-12.7, W.11-12.4, L.11-12.4.a, c, d • Text: "Hope, Despair and Memory" by Elie Wiesel, full text **Learning Sequence:** 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Introduction to Research Process and Resources 4. Vetting Areas of Investigation 5. Quick Write 6. Closing	 1. 5% 2. 10% 3. 30% 4. 35% 5. 15% 6. 5%

Materials

- Students' two to three areas of investigation (refer to 11.3.1 Lesson 11)
- Student copies of the Area Evaluation Checklist (at least three blank copies) (refer to 11.3.1 Lesson 11)
- Student copies of the Pre-Search Tool (refer to 11.3.1 Lesson 9)
- Binders or electronic folders (for the Research Portfolio)

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 standard for this lesson: W.11-12.7. In this lesson, students learn more about the research process. They construct the Research Portfolio to house all research they previously conducted in 11.3.1 and the research materials that are distributed and gathered in this unit. Next, using the Area Evaluation Checklist, students vet their two to three possible areas of investigation that they previously refined in 11.3.1 Lesson 11, and independently select a specific research topic/area of investigation. The lesson concludes with a Quick Write in which students discuss their research topic/area of investigation and how they selected it using the Area Evaluation Checklist to vet the possible areas of investigation.

- Students look at the agenda.

Activity 2: Homework Accountability   10%

Inform students that during 11.3.2, they are not assessed on their Accountable Independent Reading (AIR). Instead, homework is an extension of the learning from the lesson. Students are expected to conduct research activities outside of class. Students build a volume of independent reading as they read multiple sources and refine and deepen their understanding of their research topic/area of investigation. Remind students to continue to record new

vocabulary words in their vocabulary journals when conducting independent searches for homework.

- Students listen.

- Consider distributing the assessed 11.3.1 End-of-Unit Assessment to each student for review purposes. Consider meeting with students who struggled with the End-of-Unit Assessment to provide extra support. A formal review of the 11.3.1 End-of-Unit Assessment is not conducted here to allow enough time to evaluate and select a research topic/area of investigation.

Instruct student pairs to take out their homework from the previous lesson. (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.) Instruct students to discuss two to three vocabulary words they identified and explain how they 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 they function in the context of the source.

- Student responses will vary by individual research and sources.

- Consider reminding students of the strategies inherent in the standards L.11-12.4.a, c, and d.

- **Differentiation Consideration:** Consider giving students a structure to follow when discussing the vocabulary words. For example, display the following sentence starters to support students in their vocabulary discussions: The word I found is _____. I found it in _____ source, related to my area of investigation, which is _____. This word serves this purpose in the source: _____.

- Consider circulating to ensure that students are choosing Tier II or III words that would build understanding within and across topics.

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

Activity 3: Introduction to Research Process and Resources   30%

Explain to students that in 11.3.2 they continue the research process they began in 11.3.1. Additionally, students use a set of tools that help them organize and synthesize the information they gather across sources.

Remind students that in 11.3.1 they engaged in surfacing issues and narrowing those issues into two to three possible areas of investigation. Inform students that in 11.3.2, they narrow the two or three possible areas of investigation into a specific debatable issue that is known as a research topic or area of investigation. Students then refine this research topic/area of investigation further by developing a problem-based question to guide the research and use the gathered evidence to inform and develop a perspective on the issue.

Begin by discussing the nature of inquiry-based research. Explain to students that researchers follow a general iterative process and use tools and strategies to find, analyze, and organize information from sources that they read. Effective researchers follow the data, which enables them to consider multiple perspectives. Researchers conduct research to discover new information, develop new ideas, and draw conclusions along the way. Reiterate that students should not go into the research with pre-established claims on a given research topic, but should keep an open mind and evaluate all the evidence as they engage in research.

Explain to students that there are multiple steps in the process and many of the steps are repeated; this type of research is not a sequential list of steps but a cyclical and iterative process during which new directions and paths can be created at different points in the process.

- Students listen.

- **Differentiation Consideration:** Consider reminding students of the following definition: *iterative* means "involving repetition relating to an operation or procedure," to reiterate that this research is not a linear process, but has parts that may repeat based on answers, evidence, and conclusions discovered along the way.
    - Students write the definition of *iterative* in a vocabulary journal.

Explain to students that research is a form of exploration. Students learn to use skills like asking questions, conducting inquiries, and gathering reliable information. They learn how to organize, make connections, and analyze the information they gather. These processes show students how to deepen their understanding of a specific research topic/area of investigation. Through exploration, students develop a problem-based question to explore multiple arguments and finally develop a central claim of their own about an issue.

- Students listen.

Inform students that throughout the research process they will use a structured organizational system for annotating, recording notes, analyzing sources, and sorting information. As students work though the research steps, they construct a Research Portfolio consisting of

various tools, handouts, checklists, and sources that guide, store, and organize their research and analysis. Describe the sections of the Research Portfolio:

- Section 1: Defining an area of investigation – This section stores all the work you do exploring the topic and choosing a research topic/area of investigation.
- Section 2: Gathering and Analyzing Information – This section stores all the information you gather throughout your investigation. It also stores your notes and analysis of sources.
- Section 3: Drawing Conclusions – This section stores your evidence-based claims about inquiry questions and inquiry paths, and the evidence-based perspective that you come to at the end of your inquiry.
- Section 4: Discarded Material – This section stores all the sources and analysis that you have discarded throughout your investigation. The purpose of this section is to keep a record of discarded materials until the end of the research process in case you change your mind and want to use them.
- Consider displaying the Research Portfolio sections for students to see.

Distribute binders and instruct students to create the four sections of the Research Portfolio and place all the research material from 11.3.1 into section 1.

- Students follow along and organize their Research Portfolios.

- Consider using a form of electronic folders or other technological media to house and manage the Research Portfolio contents. Teachers who choose to use Google Drive or other cloud-based online organizational formats should consider displaying sample folders for all students to see.

Activity 4: Vetting Areas of Investigation   35%

Inform students that they must narrow down the two to three areas of investigation they crafted in the 11.3.1 Lesson 11 End-of-Unit Assessment into a research topic/area of investigation that guides their inquiry for the rest of the unit. Explain to students that they should use the Area Evaluation Checklist to vet their areas of investigation, so they can craft and select a research topic/area of investigation that sustains effective research for the duration of the unit.

- Students listen.

Distribute students' two to three possible areas of investigation from the 11.3.1 Lesson 11 End-of-Unit Assessment.

- Students examine their possible areas of investigation.

- The 11.3.1 Lesson 11 End-of-Unit Assessment Part 2 prompt was as follows: Articulate in writing two to three areas of investigation and describe how and where each area emerged from "Hope, Despair and Memory."

Inform students that throughout 11.3.2, "Preventing Genocide" is the research topic/area of investigation the class will use to model the research process. Inform students that this research topic/area of investigation is a model only and not an exemplary response to follow or mimic. Remind students they are required to follow their own inquiries as established by the research topic/area of investigation they select in this lesson, using the Area Evaluation Checklist.

- Students listen.

- Distribute at least two to three blank copies of the Area Evaluation Checklist. Students need to complete a checklist for each area of investigation from the 11.3.1 Lesson 11 End-of-Unit Assessment.
  - Students examine their blank Area Evaluation Checklists.

Show students how to use the Area Evaluation Checklist, using the following three areas of investigation (based on the work from 11.3.1) as a model:

- Area of investigation: Preventing genocide
- Area of investigation: Obligation to remember
- Area of investigation: Causes of religious fanaticism
  - Students listen.

- Consider displaying the three model areas of investigation. Remind students that their areas of investigation may be different from these, and they should have two to three of their own listed on their 11.3.1 End-of-Unit Assessment responses.

Model for students how to use the Area Evaluation Checklist to *vet* one of the model areas of investigation just discussed.

Provide students with the following definition: *vet* means "to appraise, verify, or check for accuracy, authenticity, or validity."

- Students write the definition of *vet* in a vocabulary journal.

Students are to appraise their two to three areas of investigation using the Area Evaluation Checklist. Inform students that the first area of investigation they will see modeled for vetting is the one about preventing genocide.

- Students listen and follow along with the modeling.

- Consider displaying the Area Evaluation Checklist to show students the modeling.

Explain to students that the first part of the Area Evaluation Checklist calls for the researcher to articulate clearly his/her area of investigation in a way that others understand and that makes sense. The area of investigation should demonstrate that the researcher has a coherent vision of his/her area of investigation. For example, "My area of investigation is preventing genocide."

- Students listen and follow along with the modeling.

Explain to students that the second part of the Area Evaluation Checklist calls for the researcher to consider what thoughtful questions are necessary in order to deeply explore the area of investigation. These questions should allow for extensive research of the area of investigation using available resources that are credible or academic in nature. Some of these questions may include:

- Who is responsible for preventing genocide?
- What has been done in the past to prevent genocide, and has it been successful?
- What are some of the causes of genocide?
- Are there any solutions to the issue of preventing genocide?
- Although these sample questions are focused on the issue of preventing genocide, consider reminding students they may draw on a wide range of other types of issues surfaced from "Hope, Despair and Memory."
- Explain to students that they will discuss source credibility further in 11.3.2 Lesson 3.

Explain to students that the questions above allow for interesting and rich research in the area of investigation and contribute to a deeper understanding about it.

- Students listen and follow along with the modeling.

- Consider engaging students in the model vetting process by asking for additional questions that would lead to an understanding of the model area of investigation.

Explain to students that the third part of the Area Evaluation Checklist calls for an explanation of how the area of investigation is relevant to a larger topic and if it supports argument. Remind students that at the beginning of the research process, while reading Wiesel's lecture, "Hope, Despair and Memory," one of the issues surfaced was mankind's responsibility to prevent the killing of others. In the model, the area of investigation was derived from the topic of preventing genocide, the murder of a certain people or group on a large scale. The question of how to prevent genocide is still unclear and one that may support multiple claims since it was never resolved in the text.

- Students listen and follow along with the modeling.

Explain to students that the fourth part of the Area Evaluation Checklist calls for the researcher to illustrate the reason for his/her curiosity and why the topic is valuable to explore. Explain to students that one reason a researcher may be interested in this issue is because it is important to prevent genocides, like the Holocaust, from happening again.

- Students listen and follow along with the modeling.

The last section asks students to evaluate their answers in the previous boxes and determine whether they want to select this research topic/area of investigation as their focus for research.

What does it mean to evaluate the strength of an area of investigation?

- Student answers may include:

  o Determine if there are multiple claims about the topic.

  o Decide whether there is enough about the area of investigation to investigate.

  o Determine whether there is a basic understanding of the topic.

  o Ensure there is interest in the topic.

- "Area of investigation" and "research topic" are used synonymously throughout the unit.

Next, model for students how to evaluate and select the potential area of investigation by writing on the bottom of the Area Evaluation Checklist: "During my pre-searches, I found many sources that support different central claims on this issue. I learned some of the background knowledge to support my understanding of this issue, and recorded important terms, such as *rules of engagement*, *peacekeeping*, and *international court*, in my vocabulary journal. This issue is unresolved and is worth investigating, and I am interested in finding out more about it. I plan to select 'preventing genocide' as my area of investigation."

Remind students to use the tools from 11.3.1 to support their answers in this section.

- Students follow along with the modeling.

- Remind students that a research topic/area of investigation provides multiple claims about a debatable issue.

- Consider modeling how to vet one of the other two model areas of investigation from 11.3.1 Lesson 11. Students may benefit from seeing multiple areas of investigation vetted to craft the richest research topics/areas of investigation possible.

Instruct students to vet their two to three areas of investigation from the 11.3.1 Lesson 11 End-of-Unit Assessment independently, using the Area Evaluation Checklist.

- Students independently vet their areas of investigation using the Area Evaluation Checklist.

Circulate around the room to monitor students' progress.

- Students need one Area Evaluation Checklist for each area of investigation.

Explain to students that they should now decide which vetted area of investigation produces the richest and most interesting research topic/area of investigation for exploration/ research. Instruct students to examine their Area Evaluation Checklists for each area of investigation.

- Students examine the Area Evaluation Checklist and select an area of investigation.

Lead a share out of students' research topics/areas of investigation.

- Student responses may include:

  - I became interested in the topic of preventing genocide because of the Elie Wiesel lecture. Wiesel wrote about many different atrocities in the world and I am curious about how they could have been prevented, who is working to prevent them, and why they have been allowed to continue. My big question is: how do we prevent genocide? Based on this, I have narrowed down the topic and done some pre-searches, which reveal multiple claims on this issue.

  - During my pre-searches, I found many sources that support different central claims on this issue. I learned some of the background knowledge to support my understanding of this issue, and recorded important terms, such as *rules of engagement*, *peacekeeping* and *international court* in my vocabulary journal. This issue is currently unresolved and is worth investigating, and I am interested in finding out more about it. I plan to select "preventing genocide" as my area of investigation.

- Consider displaying students' names and research topics/areas of investigation so that students can identify and reach out for support from peers working with related research topics/areas of investigation.

Activity 5: Quick Write   15%

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

Describe how you arrived at your specific research topic/area of investigation through the vetting process you conducted in the lesson. Explain how the Area Evaluation Checklist led you to select your specific research topic/area of investigation.

Remind students to practice the skills outlined in W.11-12.4, to which they were introduced in 11.2.1 Lesson 17. Instruct students to use the Area Evaluation Checklist to guide their written responses.

- If necessary, consider reviewing the components of W.11-12.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience.

  - Students listen and read the Quick Write prompt.

- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

  - Students independently answer the prompt using evidence from the Area Evaluation Checklist.

  - 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 use the Pre-Search Tool from 11.3.1 to search for two sources related to the research topic/area of investigation they drafted in the lesson. Students prepare to discuss how the two sources connect to the research topic/area of investigation for the following lesson, 11.3.2 Lesson 2.

  - Students follow along.

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 this lesson. Prepare to discuss how the two sources connect to the research topic/area of investigation for the following lesson, 11.3.2 Lesson 2.

Model Area Evaluation Checklist

Name:		Class:		Date:	

Area Evaluation Checklist		✓	Comments
I. COHERENCE OF AREA What is the area of investigation?	The researcher can speak and write about the area of investigation in a way that makes sense to others and is clearly understood.	☐	How to prevent genocides from happening again.
II. SCOPE OF AREA What do you need to know to gain an understanding of the area of investigation?	The questions necessary to investigate for gaining an understanding require more than a quick review of easily accessed sources. The questions are reasonable enough so that the researcher is likely to find credible sources that address the issue in the time allotted for research.	☐	Quite a few questions would work for this area of investigation, including: What are some of the causes of genocide? Who is responsible for preventing genocide? What has been done in the past to prevent genocide and has it been successful?
III. RELEVANCE OF AREA TO ARGUMENT Are there multiple claims that compose the area of investigation?	The area of investigation is relevant to an argument because multiple claims can be made about that area of investigation.	☐	There are several claims about the issue of preventing genocide, such as what governing body should take an active role in preventing genocides and what resources should be given to stop atrocities.
IV. INTEREST IN AREA Why are you interested in this area of investigation?	The researcher is able to communicate genuine interest in the area of investigation. Gaining an understanding of the area would be valuable for the student.	☐	After reading the Wiesel text I am interested in learning about what is being done now to prevent genocide from happening in the world. If there were a lot of problems still taking place when Wiesel gave the Nobel lecture then there might still be many atrocities happening today.

Evaluate the strength of your selected area of investigation. Explain whether you plan to use this as your final topic and explain why or why not.

> I plan to use this as my final topic because I have found many perspectives and claims on this issue and there are many questions that need to be answered about this topic. Also, the area of investigation is related to the larger topics surfaced in the Elie Wiesel lecture and I am very interested in learning more about the issue because it does not have a clearly defined answer at this point.

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