11.3.2 | Lesson 6

Introduction

In this lesson, students construct a frame using the Research Frame Tool to guide their research. The Research Frame Tool helps students establish inquiry paths that allow them to explore various aspects of their research topics/areas of investigation. Students group their inquiry questions thematically, and then formally plan their research using the Research Frame Tool.

Students begin the lesson by refining inquiry questions from Lesson 2, based on search results from Lessons 3–5. The teacher introduces the concept of inquiry paths by modeling how to group inquiry questions thematically. The teacher then shows students how to complete a Research Frame Tool as a way to plan research using inquiry questions grouped by theme. Student learning in this lesson is assessed via a completed Research Frame Tool, submitted during the lesson's closing. Additionally, students craft a problem-based question based on the research topic/area of investigation and inquiry paths to guide the rest of their research.

For homework, students select one to two of their strongest inquiry questions to begin pursuing through independent research, following the research steps outlined in Lessons 3-5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments) and using the appropriate tools for each of the steps. Additionally, students continue to add new vocabulary they have learned through the research process to the vocabulary journal.

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.11-12.8	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.
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 in this lesson is assessed via a completed Research Frame Tool, submitted during the lesson closing.   • The Research Frame Tool serves as the assessment for this lesson.
High Performance Response(s)
A High Performance Response should include the following: • High-level inquiry paths   • A range of inquiry paths, encompassing content and coverage of the problem-based question   • Inquiry paths that are distinct from one another   • Inquiry paths that are equally important   • Questions within the inquiry paths that address appropriate scope and utility   • See the Model Research Frame Tool located at the end of the lesson for sample student responses.

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: W.11-12.7, W.11-12.8, L.11-12.4.a-d	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Inquiry Paths and the Research Frame	3. 35%
4. Research Frame Tool and Assessment	4. 40%
5. Closing	5. 10%

Materials

- Copies of the Research Frame Tool for each student
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Extra copies of the Potential Sources Tool (refer to 11.3.2 Lesson 3)
- Extra copies of the Taking Notes Tool (refer to 11.3.2 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 the assessed standard for this lesson: W.11-12.7. Students begin the lesson by refining inquiry questions from Lesson 2, based on search results from 11.3.2 Lessons 3–5. Students learn how to complete a Research Frame Tool as a way to plan research using inquiry questions grouped by theme. Students then organize, categorize, and refine their inquiry questions by inquiry path and independently develop a detailed, organized Research Frame.

- Students look at the agenda.

Activity 2: Homework Accountability   10%

Instruct students to talk in pairs and discuss the homework from the previous lesson. (Find two potential sources and evaluate the arguments in the sources by using the Evidence-Based Arguments Checklist. Include detailed comments and textual evidence to support your choices in the comments section of the Evidence-Based Arguments Checklist for each potential source.) Instruct students to discuss how the checklist deepened their understanding of the argument within one of their sources.

- Student pairs discuss their homework from the previous lesson.
- Student responses will vary depending on research.
- Consider circulating during the Turn-and-Talk to monitor students' discussions.

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

Activity 3: Inquiry Paths and the Research Frame   35%

Introduce students to the Research Frame. The Research Frame is a formal plan or guide used to list potential inquiry paths and corresponding inquiry questions. Explain that, based on what they learned about conducting independent searches (planning for searches, assessing sources, annotating sources/recording notes, and evaluating arguments), the next step is to construct a Research Frame that will guide their independent searches in the next three lessons (11.3.2 Lessons 7–9). Explain that before they can build the Research Frame, students must refine the inquiry questions developed in Lesson 2 based on the research they have done thus far.

- Students listen.

Instruct students to take out their specific inquiry questions from Lesson 2.

- The inquiry questions are located in Section 1 of the Research Portfolio.

Instruct students to apply the following guiding questions to refine their specific inquiry questions from Lesson 2:

How do the preliminary search results affect your current inquiry questions?

What new inquiry questions are emerging as a result of the preliminary searches? What inquiry questions might need to be eliminated already?

How can the inquiry questions be refined to reflect the search results?

- Students work independently to refine their inquiry questions from Lesson 2.

- Student responses will vary by individual research topic/area of investigation.

- **Differentiation Consideration:** Consider referring students back to the vetting process for inquiry questions taught in Lesson 2 if students need more support.

Explain to students that the next step is to categorize the refined inquiry questions into inquiry paths. Explain that an inquiry path is an overarching problem or question that organizes your research questions. Explain that inquiry questions can be grouped thematically, by looking for common themes or patterns among the various inquiry questions.

- Students listen.

- **Differentiation Consideration:** If students are unfamiliar with the word *thematically,* consider providing them with the definition: *thematically* means "according to topic, subject, or idea."
  - Students write the definition of *thematically* in their vocabulary journals.

Explain to students that they must first group the questions thematically to create an inquiry path. Then they can label this inquiry path with an overarching question.

- Students listen.

Display the following model inquiry questions:

- How does genocide happen?
- Why do people engage in genocide?
- What events historically lead to genocide?
- How is the crime of genocide prosecuted?
- How are the victims of genocide treated?
- How have the laws relating to genocide changed?
  - Students examine the model inquiry questions.

Model for students how to analyze the inquiry questions for common themes or patterns. Explain to students that the first three questions focus on the causes of genocide. The last three questions seem to focus on the events that occur after genocide. Suggest that the inquiry path for the first three questions might be: What conditions lead to or enable genocide? Suggest that the inquiry path for the last three questions might be: What are the repercussions of genocide?

- Students follow along.

Instruct students to determine themes or patterns among their inquiry questions and categorize them accordingly. Instruct students to write possible inquiry path questions/ problems for the categorized inquiry questions. Explain that although students may be tempted to first come up with the path and then group their questions accordingly, this method would ignore the research they did and create paths that are not based on the research findings. The themes should emerge from the research, rather than the inquiry questions being forced into pre-determined themes.

- Students work independently to create and record inquiry paths from their inquiry questions.

- Students can do this by physically arranging questions on their desk or by taking notes.

Distribute Research Frame Tools to each student.

- Students examine the Research Frame Tool.

Model for students how to complete the Research Frame Tool. On the top, under "Topic," write "Preventing genocide." Explain to students that before this lesson, students were exploring a general topic that was composed of multiple claims and issues. In this lesson they are changing the research topic/area of investigation into a more specific and argumentative problem-based question. Explain to students that this problem-based question will focus their research for the rest of the unit and lead to an argument-based research paper in Unit 3.

- Students follow along.

Direct students back to the Model Research Frame Tool and write the following problem-based question under "Area of Investigation":

- How can genocide be prevented?

Explain to students that, based on the various inquiry paths and all the searches up to this point, this is the problem-based question that will yield the richest and most interesting areas of investigation for argument research.

- Students follow along.

- The area of investigation becomes the problem-based question on the Research Frame Tool.

Inform students that the next step is to group their inquiry questions thematically and create an inquiry path with a title written in the form of a question or a problem. These inquiry paths should be distinct from each other but closely related to both the area of investigation and each other.

Model how to begin completing the Research Frame Tool using the model inquiry questions and inquiry paths discussed above. Instruct students to label each inquiry path with a reference number once they have created a Research Frame. This reference number will be important in subsequent lessons for aligning various sources to one inquiry path.

- Students follow along.

Activity 4: Research Frame Tool and Assessment   40%

Instruct students to complete a Research Frame Tool independently by grouping or categorizing inquiry questions by themes or patterns, labeling each group with an inquiry path question or problem, and writing reference numbers for the inquiry paths. Additionally,

instruct students to craft their problem-based question from their research topic and write it on the Research Frame Tool.

Inform students that the Research Frame is the assessment for this lesson. When the Research Frames are returned in the following lesson, the Research Frame will be filed in Section 2 (Gathering and Analyzing Information) of their Research Portfolios.

- Students independently complete a Research Frame Tool.

- Consider circulating to offer students help with this task. Confirm that students understand each step and that they are grouping their inquiry questions thematically. Some students may be tempted to first come up with the path and then group their questions accordingly. Remind students that when they do that, they ignore their own research and their paths will not be grounded in their findings. Some students may still have problems organizing their questions; you may choose to group these students with classmates who are researching similar topics to work together to form inquiry paths.

- Consider reminding students that the Research Frame is not static ("showing little or no change; lacking movement"). The Research Frame continues to evolve as the research evolves with future searches. Remind students this is the iterative and cyclical nature of inquiry-based research.

- Consider reminding students that as they create the Research Frame, they are addressing aspects of W.11-12.8.

Activity 5: Closing   10%

Display and distribute the homework assignment. For homework, instruct students to select one to two of their strongest inquiry questions to begin pursuing through independent research by following the research steps outlined in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments), using the appropriate tools for each of the steps. Additionally, students should continue to add new vocabulary learned through the research process to the vocabulary journal.

- Students follow along.

- Consider reminding students to use the vocabulary strategies in standards L.11-12.4.a-d when completing the vocabulary journal.

Distribute additional search tools (Potential Sources Tool and Taking Notes Tool) for the homework.

Instruct students to select and copy one to two of their strongest inquiry questions from the Research Frame Tool and to record these on a separate sheet of paper to take home for homework purposes.

- Students select and copy one to two of their strongest inquiry questions from the Research Frame Tool.

Collect the Research Frame Tool for assessment purposes.

- See the High Performance Response for assessment criteria.

- Return Research Frames to students in the next lesson (11.3.2 Lesson 7).

Homework

Select one to two of your strongest inquiry questions to begin pursuing through independent research by following the research steps outlined in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments), using the appropriate tools for each of the steps.

Continue to add new vocabulary learned through the research process to the vocabulary journal.

Name _____   Topic _____

Area of Investigation _____

INQUIRY PATH	INQUIRY PATH	INQUIRY PATH
Reference: IP #	Reference: IP #	Reference: IP #
Name this Inquiry Path in the form of a brief description or question:	Name this Inquiry Path in the form of a brief description or question:	Name this Inquiry Path in the form of a brief description or question:
List all the questions in this Inquiry Path:	List all the questions in this Inquiry Path:	List all the questions in this Inquiry Path:

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Name Model   **Topic** Preventing genocide

Area of Investigation How can genocide be prevented?

INQUIRY PATH	INQUIRY PATH	INQUIRY PATH
Reference: IP # 1	Reference: IP # 2	Reference: IP # 3
Name this Inquiry Path in the form of a brief description or question: What conditions lead to or enable genocide?	Name this Inquiry Path in the form of a brief description or question: What do governments do to prevent genocide?	Name this Inquiry Path in the form of a brief description or question: What are the repercussions of genocide?
List all the questions in this Inquiry Path: How does genocide happen? What constitutes genocide? What genocides have happened in history? How do different countries view or treat genocide? What events are disputed as genocide? Why do people engage in genocide? When does war become genocide? What events historically lead to genocide? What is the difference between war crimes and genocide?	List all the questions in this Inquiry Path: What laws exist to prevent genocide? What is society's responsibility to prevent genocide? What positions do the world nations have on how to prevent genocide? What governments have proactive policies for preventing genocide? What is the responsibility of one nation to stop genocide in another nation? Do nations allow other nations to stop genocide within their borders? What is the role of the United Nations in stopping or preventing genocide? What policies are most effective in preventing genocide?	List all the questions in this Inquiry Path: How is the crime of genocide prosecuted? How have the laws relating to genocide changed? What have the legal results of genocide trials been? How have the legal outcomes of genocide helped to prevent future genocides? What is done to support countries where genocides have occurred? What is the likelihood of genocide happening again in a country where it already happened? Who can be held responsible after genocide? How are the victims of genocide treated?

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