

12.3.1

Unit Overview

Using a Seed Text as a Springboard to Engage in Inquiry-Based Research

<p>Texts</p>	<p><i>Guns, Germs, and Steel</i> by Jared Diamond</p> <p>Students choose from the following model research sources:</p> <ul style="list-style-type: none"> • Source #1: “Empowering Women is Smart Economics” by Ana Revenga and Sudhir Shetty • Source #2: “Poverty Facts and Stats” by Anup Shah • Source #3: “Evidence For Action: Gender Equality and Economic Growth” by John Ward, Bernice Lee, Simon Baptist, and Helen Jackson • Source #4: “How Many Americans Live in Poverty?” by Pam Fessler • Source #5: “Human Capital Investment in the Developing World: An Analysis of Praxis” by Adeyemi O. Ogunade • Source #6: “The Case for Universal Basic Education for the World’s Poorest Boys and Girls” by Gene B. Sperling • Source #7: “Education for All Global Monitoring Report, 2005” by UNESCO • Source #8: “Bridging the Gender Divide: How Technology Can Advance Women Economically” by Kirrin Gill, Kim Brooks, James McDougall, Payal Patel, and Aslihan Kes • Source #9: “Investing in Development: A Practical Plan to Achieve the Millennium Development Goals” by Jeffrey D. Sachs, et al. • Source #10: “Economic Impacts of Broadband” by Christine Zhen-Wei Qiang and Carlo M. Rossotto with Kaoru Kimura in 2009 <i>Information and Communications for Development: Extending Reach and Increasing Impact</i> by World Bank Publications
<p>Number of Lessons in Unit</p>	<p>27</p>

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Introduction

In the first unit of Module 12.3, students build on the skills, practices, and routines introduced in Modules 12.1 and 12.2 by closely reading a seed text that leads into an inquiry-based research process. In the first half of 12.3.1, students continue to practice text analysis skills, including close reading, annotating text, and evidence-based discussion and writing. In the second half of 12.3.1, students engage in an iterative, non-linear research process with the goal of deepening understanding of issues that may lend themselves to argument.

In the first half of 12.3.1, students also read *Guns, Germs, and Steel* by Jared Diamond, which explores the ultimate causes for resource and wealth inequities across the globe. Students analyze the text to determine how Diamond unfolds the ideas in his complex research while also delineating and evaluating his claims, evidence, and reasoning. Students also use the content of the text to surface and explore potential research issues. Students identify and track these issues, which become springboards to the inquiry-based research process that continues in the second half of 12.3.1. Additionally, students are introduced to posing and refining inquiry questions about their issue to guide their initial research. Finally, in this early research stage, students begin to analyze different perspectives and arguments that arise in possible sources, which help them to develop their own areas of investigation.

For the Mid-Unit Assessment, students select a claim from *Guns, Germs, and Steel* and analyze whether the evidence is relevant and sufficient and the reasoning is valid to support the claim

After the Mid-Unit Assessment, students engage more deeply in the research process, vetting their areas of investigation to focus on a specific area of investigation. Students then learn how to develop specific inquiry questions and identify credible, relevant, and accessible sources. From these inquiry questions and sources, students craft a problem-based question and an initial research frame to guide their independent searches. Students continually revisit their research frame to analyze their research direction and focus, making changes as necessary. Finally, students begin to organize and synthesize their research, make claims about inquiry paths, and eventually develop possible answers to their problem-based question.

At the end of 12.3.1, students engage in a formal assessment. The End-of-Unit Assessment asks students to develop an evidence-based perspective by writing a two-page synthesis of their personal conclusions and perspective derived from the research. Students use this evidence-based perspective as a foundation for writing their research-based argument paper in the following unit, 12.3.2.

Note: Accountable Independent Reading (AIR) is suspended in 12.3.1. Students are held accountable for volume of independent reading as they read multiple sources throughout the research process.

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Literacy Skills and Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Engage in productive, evidence-based discussions about texts.
- Collect and organize evidence from texts to support analysis in writing.
- Collect and organize evidence from texts to support claims made in writing.
- Use vocabulary strategies to define unknown words.
- Identify potential issues for research within a text.
- Conduct pre-searches to confirm that the research is sufficient for exploration.
- Delineate arguments and explain relevant and sufficient evidence and valid reasoning.
- Analyze perspectives in potential research texts.
- 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 to guide research.
- Develop and continually assess a research frame to guide independent searches.
- 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.

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Standards for This Unit

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College and Career Readiness Anchor Standards for Reading	
CCRA.R.8	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.
CCS Standards: Reading – Literature	
None.	
CCS Standards: Reading – Informational Text	
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 topics.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CCS Standards: Writing	
W.11-12.1.a, b	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. 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. 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.

W.11-12.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.11-12.7	<p>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.</p>
W.11-12.8	<p>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.</p>
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

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W. 11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
CCS Standards: Speaking & Listening	
SL. 11-12.1.a, c,d	<p>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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>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.</p>
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	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 or formal and informal tasks.
CCS Standards: Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L. 11-12.4.a,c	<p>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.</p> <ul style="list-style-type: none"> 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.

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

Unit Assessments

Ongoing Assessment	
Standards Assessed	CCRA.R.8, RI.11-12.1.a, RI.11-12.3, RI.11-12.6, 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
Description of Assessment	Varies by lesson but may include short written responses to questions focused on how the author unfolds events or ideas; delineates his claims, evidence, and reasoning; or advances his purpose. Additionally, may include completed research tools or responses to Quick Write prompts focused on developing research skills.

Mid-Unit Assessment	
Standards Assessed	CCRA.R.8, W.11-12.2.a-f
Description of Assessment	Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. Choose an excerpt from <i>Guns, Germs, and Steel</i> . Identify one of Diamond's supporting claims; evaluate whether the evidence is relevant and sufficient and the reasoning is valid to support that claim.

End-of-Unit Assessment	
Standards Assessed	W.11-12.7, W.11-12.9
Description of Assessment	Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from their sources. Write a two-page synthesis of your conclusions and perspective derived from your research. Draw on your research evidence to express your perspective on your problem-based question.

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Unit-at-a-Glance Calendar

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Lesson	Text	Learning Outcomes/Goals
1	<i>Guns, Germs, and Steel</i> by Jared Diamond, pages 13-17	In this first lesson of the unit and module, students are introduced to Module 12.3's focus: building evidence-based arguments through inquiry-based research. In this lesson, students read and analyze pages 13-17 of <i>Guns, Germs, and Steel</i> . In this excerpt, students are introduced to Yali, the New Guinean man who, with a simple question, sparked Diamond's quest to explain historical and modern global disparities in wealth and power. Students analyze how Diamond broadens Yali's question, shifting the focus from its localized origin to the global stage, and in so doing considers the relationship between the question and the "subject" (p. 16) of the book.
2	<i>Guns, Germs, and Steel</i> by Jared Diamond, pages 17-21	In this lesson, students continue to read and analyze pages 17-21 of <i>Guns, Germs, and Steel</i> . In this excerpt, Diamond continues to explain his ideas concerning disparities of wealth and power in relation to human development by exposing flaws in commonly held explanations for the economic and social contrasts between various nations and groups. Students pay particular attention to the way in which the author establishes his reasoning for why Yali's question should be investigated.

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Lesson	Text	Learning Outcomes/Goals
3	<i>Guns, Germs, and Steel</i> by Jared Diamond, pages 21-25	In this lesson, students continue to read and analyze pages 21-25 of <i>Guns, Germs, and Steel</i> . In this excerpt, Diamond continues to examine and debunk possible answers to Yali's question regarding wealth and power disparities in relation to human development. Diamond also begins to lay the groundwork for his research or answer to Yali's question. At the beginning of the lesson, students participate in a Pre-Discussion Quick Write, in which they consider the Quick Write prompt and the ways in which the author's ideas in this excerpt refine his purpose. Students then participate in a whole-class discussion of the Quick Write, during which they make connections to their previous analyses of the author's research purpose or the "subject" of his book (p. 16). Students then revisit the Quick Write to close the lesson.
4	<i>Guns, Germs, and Steel</i> by Jared Diamond, pages 65-71	In this lesson, students read and analyze <i>Guns, Germs, and Steel</i> , pages 65-71. In this passage, Diamond uses a patchwork of eyewitness accounts to reconstruct "the encounter between the Inca emperor Atahualpa and the Spanish conquistador Francisco Pizarro," which he calls "the decisive moment in the greatest collision of modern history" (p. 66). Additionally, students learn how to generate inquiry questions from their surfaced issues to prepare for independent research.
5	<i>Guns, Germs, and Steel</i> by Jared Diamond, pages 71-78	In this lesson, students read and analyze <i>Guns, Germs, and Steel</i> , pages 71-78. In this passage, Diamond analyzes the proximate causes that contribute to Pizarro's extraordinary capture of Atahualpa. Students consider how the events and ideas in this passage develop "proximate causation" (p. 78).

Lesson	Text	Learning Outcomes/Goals
6	<i>Guns, Germs, and Steel</i> by Jared Diamond, pages 229-237	In this lesson, students continue to read and analyze <i>Guns, Germs, and Steel</i> , pages 229-237. In this excerpt, Diamond challenges the claim that “[n]ecessity is the mother of invention” (p. 232) and “heroic theory of invention” (p. 231). Instead, Diamond claims that innovation often precedes the necessity for an invention. Additionally, students begin their exploration of arguments by learning how to delineate the author’s supporting claims and evidence.
7	<i>Guns, Germs, and Steel</i> by Jared Diamond, pages 237-243	In this lesson, students read and analyze pages 237-243 of <i>Guns, Germs, and Steel</i> , in which Diamond discusses many factors that inform the acceptance of a new technology into a particular society. Students analyze how ideas in this excerpt interact to develop the concept of receptivity to innovation within and across societies. Additionally, students continue to surface potential research issues and develop potential inquiry questions.
8	<i>Guns, Germs, and Steel</i> by Jared Diamond, pages 243-249	In this lesson, students read and analyze <i>Guns, Germs, and Steel</i> , pages 243-249. In this excerpt, the author explores the roles of different factors in the diffusion of technology. Students continue to explore elements of argument by identifying Diamond’s claims in this lesson’s excerpt and discussing how he uses evidence and reasoning to support his claims.

Lesson	Text	Learning Outcomes/Goals
9	Students choose texts for research based on their 2-3 areas of investigation.	In this lesson, students pause in their reading of <i>Guns, Germs, and Steel</i> , and begin to focus on specific aspects of an issue to craft areas of investigation. Students then engage in a pre-search activity to begin gathering sources for further research. This work develops students' proficiency for posing general and specific questions, finding relevant sources, navigating a wide pool of potential sources, and validating the depth of and their interest in their proposed issues. Students use the Pre-Search Tool to record relevant information about the sources they find, including the author's name, issue, source, location, publication date, and general content/key ideas.
10	<i>Guns, Germs, and Steel</i> , by Jared Diamond, pages 439-446	In this lesson, students continue to read and analyze pages 439-446 of <i>Guns, Germs, and Steel</i> . In this excerpt, Diamond extends several of the principles he has observed over the course of the book to present-day questions of business productivity and innovation. Students consider how Diamond further develops ideas previously explored in the text and apply their analysis independently in a written response at the beginning of the lesson. This response informs students' participation in a whole-class discussion that follows.
11	<i>Guns, Germs, and Steel</i> by Jared Diamond, pages 13-25, 65-78, 229-249, and 439-446	In this lesson, students prepare for the Mid-Unit Assessment in 12.3.1 Lesson 12 by engaging in a discussion of Diamond's claims in key excerpts from <i>Guns, Germs, and Steel</i> , analyzing whether his evidence is relevant and sufficient, and whether his reasoning is valid.

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Lesson	Text	Learning Outcomes/Goals
12	<i>Guns, Germs, and Steel</i> by Jared Diamond, pages 13-25, 65-78, 229-249, and 439-446	In this lesson, the Mid-Unit Assessment, students use textual evidence from Jared Diamond's <i>Guns, Germs, and Steel</i> and the Evaluating Evidence and Reasoning Tool from 12.3.1 Lesson 11 to craft a formal, multi-paragraph response to the following prompt: Choose an excerpt from <i>Guns, Germs, and Steel</i> . Identify one of Diamond's supporting claims; evaluate whether the evidence is relevant and sufficient and the reasoning is valid to support that claim.
13	<i>Guns, Germs, and Steel</i> by Jared Diamond, pages 13-25, 65-78, 229-249, and 439-446.	In this lesson, students continue to analyze <i>Guns, Germs, and Steel</i> , taking all excerpts into consideration in order to examine the author's counterclaims. Students first examine the role of counterclaims in argument and then work to identify Diamond's counterclaims and the evidence and reasoning that supports those counterclaims. Students then identify limitations of the counterclaims. Students pay particular attention to the way Diamond's counterclaims contribute to the persuasiveness of the text.
14	Students choose texts for research based on their individual area of investigation.	In this lesson, students transition from analyzing the seed text, <i>Guns Germs and Steel</i> , to focusing solely on the research process begun in earlier lessons. Students begin the lesson by learning more about the research process. Students discuss possible ways to organize the materials they will gather during 12.3.1, and select one method of organization to support their research process. Next, using the Area Evaluation Checklist, students vet their 2-3 possible areas of investigation and independently select an area of investigation to research.

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Lesson	Text	Learning Outcomes/Goals
15	Students choose texts for research based on their individual area of investigation.	In this lesson, students learn how to generate more specific inquiry questions to frame their research. In the beginning of the lesson, students engage in a research process check-in, during which they review the Student Research Plan Handout. This plan serves as a guide to the research process and a place to reflect on next steps. Next, students review inquiry questions from previous lessons and help generate inquiry questions for their peers' 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 5 specific inquiry questions that guide their research.
16	Students choose texts for research based on their individual area of investigation.	In this lesson, students continue to refine inquiry questions as they begin to frame their research by planning for independent searches. 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 assess sources formally for credibility, accessibility, and relevance.
17	Students choose texts for research based on their individual area of investigation.	In this lesson, 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. This key step in the research process enables students to deepen their understanding of their research by showing them how to begin making connections to an area of investigation, as well as how to synthesize their understanding of the information.
18	Students choose texts for research based on their individual area of investigation.	In this lesson, students learn how to evaluate an evidence-based argument. Students learn to identify and assess the necessary components of an effective argument. This work prepares students to begin forming their own evidence-based arguments in 12.3.2.

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Lesson	Text	Learning Outcomes/Goals
19	Students choose texts for research based on their individual problem-based question.	In this lesson, students construct a research frame to guide their research. Students begin the lesson by refining inquiry questions from 12.3.1 Lesson 15, based on search results from 12.3.1 Lessons 16-18. Students learn to group their inquiry questions thematically to develop inquiry paths. Using the thematically grouped inquiry questions, students learn how to create a research frame, which serves as a springboard and reference for future research.
20	Students choose texts for research based on their individual problem-based question.	In this lesson, students begin to conduct searches independently using the research frame created in 12.3.1 Lesson 19. This lesson is the first of two lessons in which students conduct sustained, independent research during class, using a Conducting Independent Searches Checklist. While researching, students consider how to use inquiry questions to drive research and continually assess sources for credibility and usefulness in answering inquiry questions.
21	Students choose texts for research based on their individual problem-based question.	In this lesson, students continue to conduct searches independently using the research frame as a guide. This is the second and final lesson of the independent search process; it builds on the previous lesson by asking students to determine whether the research surfaced is sufficient to address their inquiry paths and questions, and adjust their searches accordingly. Additionally, students read sources closely, analyze details and ideas, evaluate a source's argument, and take notes for each source to determine how it addresses inquiry questions and paths.
22	Students choose texts for research based on their individual problem-based question.	In this lesson, students analyze and synthesize their research to begin making claims about inquiry questions within an inquiry path. Students use at least two Forming Evidence-Based Claims Tools to develop claims about all inquiry paths on the research frame.

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Lesson	Text	Learning Outcomes/Goals
23	Students choose texts for research based on their individual problem-based question.	In this lesson, students organize, analyze, and synthesize their claims using their 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 to develop and write an evidence-based perspective for the End-of-Unit Assessment (12.3.1 Lesson 27). Students build on the claims created in the previous lesson to develop comprehensive claims that reflect a deeper understanding of the inquiry paths and the problem-based question itself, and begin to develop a perspective on their issue.
24	Students choose texts for research based on their individual problem-based question.	In this lesson, students select one of their claims from the previous lesson and develop a claim that counters this original claim. First, students discuss the claim and possible counterclaims with peers. Students then identify evidence to support the selected counterclaim and record that information on the Forming Counterclaims Tool before engaging in a peer review.
25	Students choose texts for research based on their individual problem-based question.	In this lesson, students refine and synthesize their claims and evidence from the previous lessons by preparing a brief presentation to share with their peers in the following lesson. This presentation helps students prepare for the End-of-Unit Assessment in 12.3.1 Lesson 27 by providing peer feedback on the effectiveness of their claims and evidence while also supporting the development of each student's research-based perspective on their individual problem-based question.

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Lesson	Text	Learning Outcomes/Goals
26	Students choose texts for research based on their individual problem-based question.	In this lesson, students build on their work from the previous lesson and deliver a 2-3 minute presentation of one of their research-based claims, supported by evidence and reasoning. During the small group presentations, students listen to their peers' presentations before using the Presentation Checklist to provide feedback about the presenter's perspective, claim, evidence, organization, and audience considerations.
27	Students choose texts for research based on their individual problem-based question.	In this final lesson of the unit, the 12.3.1 End-of-Unit Assessment, students write an evidence-based perspective that synthesizes the evidence collection and research work completed in 12.3.1. This lesson asks students to apply standards W.11-12.7 and W.11-12.9 as they craft a response that demonstrates understanding of their problem-based question as well as their ability to draw evidence from their sources to support research analysis.

Preparation, Materials, and Resources

Preparation

- Read and annotate excerpts from *Guns, Germs, and Steel*.
- Read and annotate model sources listed on page 1.
- Review the Short Response Rubric and Checklist (optional).
- Review the 12.3 Speaking and Listening Rubric and Checklist.
- Review the 12.3.1 Research Rubric and Checklist.
- Review the 12.3.1 Mid-Unit Text Analysis Rubric and Checklist.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.
- Identify and contact the media specialist/librarian/person best positioned to assist students with conducting research.
- Reserve a computer lab or classroom with technology and Internet access for all students.

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Materials and Resources

- Copies of the text *Guns, Germs, and Steel*
- Chart paper
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- 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
- Copies of the 12.3.1 Mid-Unit Text Analysis Rubric and Checklist
- Copies of the 12.3.1 Research Rubric and Checklist
- Copies of the 12.3 Speaking and Listening Rubric and Checklist
- Copies of the Short Response Rubric and Checklist (optional)
- Self-stick notes for students (optional)
- Binders or electronic folders (optional, to house research materials if necessary)

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