

12.3.1 Lesson 21

Introduction

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.

Students begin by assessing their current search process and making strategic decisions about changes, additions, and deletions to the research frame. Based on this process, students update their research frames as needed. Students continue to research independently, using the steps previously taught in 12.3.1 Lessons 16-18 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Student learning is assessed via a Quick Write at the end of the lesson: Choose one source and assess its relevance in addressing a selected inquiry question.

For homework, students continue conducting searches independently, following the steps taught in 12.3.1 Lessons 16-18 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Additionally, students organize their research materials by inquiry path to prepare for the following lesson.

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Standards

| Assessed 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. |
| Addressed 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. |

Assessment

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Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, using evidence from their research.

- Choose one source and assess its relevance in addressing a selected inquiry question.
- Consider using the relevant portions of the 12.3.1 Research Rubric and Checklist to assess the Quick Write in this lesson.

High Performance Response(s)

A High Performance Response should:

- Choose one inquiry question and one source (e.g., “What does quality education look like?” and source #7).
- Assess the source’s relevance in addressing the selected inquiry question (e.g., Source #7 is a relevant source in relation to the inquiry question, “What does quality education look like?” The report was written by UNESCO, a specialized agency of the UN that researches global education with the goal of improving education for all. The report is titled, “2005 EFA Global Monitoring Report: Education for All: The Quality Imperative” and is a factual report that describes many facets of quality education including historical context and factors affecting quality education. In describing quality education, the report says, “[T]wo principal objectives are at stake: the first is to ensure the cognitive development of learners. The second emphasises the role of education in nurturing the creative and emotional growth of learners and in helping them to acquire values and attitudes for responsible citizenship. Finally, quality must pass the test of equity: an education system characterized by discrimination against any particular group is not fulfilling its mission” (Foreword). This statement directly addresses the selected inquiry question.).
- The evidence in this High Performance Response came from model source #7: “2005 EFA Global Monitoring Report: Education for All: The Quality Imperative” by UNESCO (<http://unesdoc.unesco.org/images/0013/001373/137333e.pdf>).

Vocabulary

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| |
|---|
| 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 encounter domain-specific vocabulary related to their individual areas of investigation/problem-based questions. Consider instructing students to use a vocabulary journal to track this vocabulary when conducting independent searches during class and for homework.

Lesson Agenda/Overview

| Student-Facing Agenda | % of Lesson |
|---|--|
| Standards: <ul style="list-style-type: none"> Standards: W.11-12.8, W.11-12.7 | |
| Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Independent Searches 4. Quick Write 5. Closing | <ol style="list-style-type: none"> 1. 5% 2. 20% 3. 60% 4. 10% 5. 5% |

Materials

- Student copies of the Conducting Independent Searches Checklist (refer to 12.3.1 Lesson 20)
- Student copies of the Assessing Sources Handout (refer to 12.3.1 Lesson 16)
- Student copies of the Research Frame Tool (refer to 12.3.1 Lesson 19) (optional)
- Student copies of the Potential Sources Tool (refer to 12.3.1 Lesson 16) (optional)
- Computers with Internet connection (one for each student)
- Student copies of the 12.3.1 Research Rubric and Checklist (refer to 12.3.1 Lesson 9)

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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. |
| | <i>Italicized text indicates a vocabulary word.</i> |
| ► | 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.11-12.8. In this lesson, students assess their search process and making strategic decisions about changes, additions, and deletions to the research frame. Students continue to research independently, using the steps previously taught in 12.3.1 Lessons 16-18 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments).

- Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the previous lesson's homework assignment (Continue conducting searches independently, following the steps taught in 12.3.1 Lessons 16-18 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Bring to class your annotated sources and completed research work from your searches.) Instruct students to form pairs to discuss their responses.

- Student pairs discuss the homework from the previous lesson.
- Student responses vary depending on individual research questions/problems and research.

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- Consider instructing students to use the Conducting Independent Searches Checklist to guide their discussions.
 - Consider collecting the homework to assess students' research progress.
-

Remind students that this type of inquiry-based research is cyclical and nonlinear. Sometimes new inquiry paths develop and some inquiry paths are abandoned depending on the direction of the research. Instruct students to reflect on their research from the previous lesson's homework and assessment by thinking about how the research frame should change or stay the same.

Instruct students to form pairs. Post or project the following questions for student pairs to discuss:

Which inquiry paths deserve more attention and further development?

Which inquiry paths need to be discontinued or abandoned?

What new inquiry questions are emerging?

What new inquiry paths are emerging?

- Student responses vary depending on individual research questions/problems and research. Responses should address changes, additions, and deletions to inquiry questions/paths.

Instruct students to independently revise/refine their research frames based on their reflection.

- Students independently revise/refine their research frame.
- **Differentiation Consideration:** If students need additional support, consider modeling changes, additions, and deletions to the model research frame that was developed in 12.3.1 Lesson 19.
- Students can write their revisions directly on their current research frames or on an additional research frame.
- **Differentiation Consideration:** Some students may not need to alter their research frames as a result of their research, provided the research is sufficient to support the current research frame. Consider having these students peer review each other's research frames and research notes/tools to ensure that no alterations are necessary.

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Activity 3: Independent Searches

60%

Remind students of the search steps from 12.3.1 Lessons 16-18 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Remind students to use their Conducting Independent Searches Checklist to guide their independent searches (W. 11-12.7).

- Consider displaying the search steps from 12.3.1 Lessons 16-18 for students to see.

Transition students to independent searches.

- Students work on independent searches.
- Consider using the media center or library for this lesson so students have access to librarians or media specialists.
- Students need access to computers with Internet capacity for research purposes. Prepare for the lesson ahead of time by reserving space in rooms with technology access for all students.
- Consider using the Conducting Independent Searches Checklist to monitor students' progress.
 - Students independently search for sources using their current research frames and the steps from 12.3.1 Lessons 16-18 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments).
- **Differentiation Consideration:** Some of the issues students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through <http://novelnewyork.org> such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile® ranges are returned. Consider collaborating with a librarian or media specialist with regard to accessing these databases and creating filtered searches that support students' reading levels.
- **Differentiation Consideration:** Consider encouraging students to work with the Potential Sources Tool and Research Frame Tool if they have used the tools in previous lessons.
- Remind students to continue considering print and media when researching and to think about how visuals or auditory media can provide information or demonstrate information in ways different from written text.
- Remind students to avoid overreliance on one source by collecting a variety of sources that offer diverse perspectives and a range of evidence and that target different audiences.

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- Consider checking in with students on an individual basis during the research process to formatively assess their application of research skills and offer targeted feedback.

Activity 4: Quick Write

10%

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

Choose one source and assess its relevance in addressing a selected inquiry question.

Remind students to use the 12.3.1 Research Rubric and Checklist to guide their written responses.

- 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 their research conducted in this lesson.
- See the High Performance Response at the beginning of this lesson.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue conducting searches independently, following the steps taught in 12.3.1 Lessons 16-18 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). In addition, instruct students to organize their research materials by inquiry path to prepare for the following lesson.

- Students follow along.

Homework

Continue conducting searches independently, following the steps taught in 12.3.1 Lessons 16-18 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Additionally, organize your research materials by inquiry path to prepare for the following lesson.