

12.3.1 Lesson 20

Introduction

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. The Conducting Independent Searches Checklist helps students focus on specific aspects of the search process. While researching, students consider how to use inquiry questions to drive research and continually assess sources for credibility and usefulness in answering inquiry questions.

Students begin the lesson by discussing the Conducting Independent Searches Checklist. Students then conduct research using the steps introduced in previous lessons. Student learning is assessed via a Quick Write at the end of the lesson: Choose one source and assess the strengths and limitations of that source in relation to an inquiry path.

For homework, students continue conducting searches independently, following the steps taught in Lessons 16-18 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments).

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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 the strengths and limitations of that source in relation to an inquiry path.
- 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 path and one source (e.g., “How does education increase a developing nation’s economic prosperity?” and source #6).
- Assess the strengths and limitations of the source in relation to the inquiry path (e.g., This source discusses details about the beneficial effects of education, specifically the education of females, in a developing nation. The author supports his claims with evidence from multiple authoritative sources. The author goes into detail about the beneficial effect of education on multiple aspects of society, from health care to the economy. However, the author does not speak at great length about the direct effects education would have on a developing economy. He discusses the economy for only two paragraphs and discusses effects in broad strokes rather than specifics like higher wages or greater agricultural productivity. The piece also contains several typographical errors.).
- The evidence in this High Performance Response came from model source #6: “The Case for Universal Basic Education for the World’s Poorest Boys and Girls” by Gene B. Sperling (<http://www.cfr.org/>, search terms: Sperling, Case for Universal Basic Education, 2005).

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"> Introduction of Lesson Agenda Homework Accountability Conducting Independent Searches Checklist Independent Searches Quick Write Closing 	<ol style="list-style-type: none"> 5% 10% 15% 55% 10% 5%

Materials

- Copies of the Conducting Independent Searches Checklist for each student
- Student copies of the Assessing Sources Handout (refer to 12.3.1 Lesson 16)
- Computers with Internet connection (one for each student)
- Copies of the Potential Sources Tool for each student (refer to 12.3.1 Lesson 16) (optional)
- Copies of the Research Frame Tool for each student (refer to 12.3.1 Lesson 19) (optional)
- 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 assessed standard for this lesson: W.11-12.8. Students begin the lesson by discussing the Conducting Independent Searches Checklist and conduct research using the steps they learned in previous lessons. This lesson is the first of two independent search lessons (12.3.1 Lessons 20-21).

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Select 1-2 of your strongest inquiry questions to pursue through independent research by following the research steps outlined in Lessons 16-18 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments).) Instruct students to talk in pairs and discuss the homework from the previous lesson.

- Student responses vary depending on individual research questions/problems and research.
- Consider collecting students' homework to monitor the progress of their research.

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Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Additionally, record another multimedia journal entry in response to the following prompt: Explain how your inquiry paths examine various aspects of your problem-based question.) Instruct students to talk in pairs about their multimedia journal entry.

- Student responses vary according to the research conducted.
- 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.
- **Differentiation Consideration:** Consider instructing students to reflect on the relevant portions of Part 2 of the Student Research Plan by writing a few sentences about their research process and next steps based on the process outcomes described in Part 2 (annotating and taking notes on sources and building a research frame). Instruct students to use the language of the research standards (W.11.12.7 and W.11-12.8) when writing their responses.

Activity 3: Conducting Independent Searches Checklist

15%

Explain to students that this lesson begins a series of two lessons in which students conduct independent searches during class time and for homework. Inform students that each of these independent searches lessons (12.3.1 Lessons 20-21) includes all the steps of the research process taught in previous lessons.

- Students listen.

Display and distribute the Conducting Independent Searches Checklist. Explain to students that the Conducting Independent Searches Checklist synthesizes all the criteria for an effective search into one list and students should use the checklist to guide their research in all independent searches. Remind students that the skills necessary to meet the criteria have been taught throughout the previous lessons.

- Students examine the Conducting Independent Searches Checklist.

Instruct students to read the criteria in the Conducting Independent Searches Checklist. Instruct students to form pairs to discuss the specific actions called for by each criterion, as well as any questions they have about the criteria. Instruct student pairs to answer the following questions before sharing out with the class.

What specific action is required for criterion 1, “Uses inquiry questions to drive research and identify sources”?

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- This criterion states that the inquiry questions should drive the research. Students should be searching for sources that provide information related to the inquiry questions. The research is based on inquiry or answering questions to gain a deeper understanding of the problem-based question.

What specific action is required for criterion 2, “Continually assesses sources for credibility; identifies the usefulness of a particular source and explains why a particular source does or does not help respond to an inquiry question”?

- This criterion describes how to assess sources by using the Assessing Sources Handout introduced in earlier lessons. It is important to get rid of any sources that are not credible, accessible, or relevant.

What specific action is required for criterion 3, “Determines if information is sufficient to address established inquiry paths and questions in the research frame and adjusts the search accordingly”?

- This criterion describes how to assess the research and determine if there is enough information to answer inquiry questions or address inquiry paths. Sometimes new questions emerge and some questions need to be eliminated based on the direction of the research. Sometimes additional sources need to be explored.

What specific action is required for criterion 4, “Reads sources closely, analyzes details and ideas, and records notes for each source to determine how it addresses inquiry questions and paths”?

- This criterion requires that students select key sources to read closely for information that addresses select inquiry questions and paths.

What specific action is required for criterion 5, “Makes decisions about the research direction based on reviews of annotation and notes and relevance to inquiry questions/paths. This may include discontinuing inquiry paths and adding inquiry paths/questions”?

- This criterion requires that students decide which inquiry paths and questions have been addressed by the research and making decisions about which direction to go with the research.

What specific action is required for criterion 6, “Marks key information in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link to inquiry paths”?

- This criterion requires that students annotate and take notes on key sources, but also begin to analyze those sources for how they answer the selected inquiry question. This criterion also contributes to changes in research direction that might take place.
- Look for student understanding of the criterion's action, its nonlinear nature, and the iterative processes of research.

Lead a brief whole-class discussion of students' responses and questions.

Instruct students to use the Conducting Independent Searches Checklist to guide their research in this lesson and all subsequent independent searches.

- Students listen.

Explain to students that a key component in crafting an effective research-based argument paper is using a variety of credible sources. As students begin to identify key sources for their paper, they should keep in mind the variety of sources available and avoid overreliance on one source. A diversity of sources will allow students to craft an effective research-based argument paper by providing multiple perspectives, a variety of evidence, and differing audiences.

- Students listen.

Inform students that diversity within their sources can mean many different things. It is possible to have diversity of one sort and not of another. Diversity among sources can also include the medium of the source (e.g., video interviews or print articles); its format (e.g., newspaper article or academic text); and the cultural perspective of the author (e.g., an author from Canada or an author from Beirut). Explain to students that while it is not necessary that every source represent an entirely unique and varied perspective, the more diverse and comprehensive sources they can reference, the stronger their papers will be.

Ask students the following questions to help solidify their understanding of source diversity.

What are some examples of a source list that is not diverse?

- Student responses may include:
 - All of the sources come from the same publication.
 - All of the sources come from the same country.
 - All of the sources are newspaper articles.

How can you ensure that your sources are diverse?

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- Pay attention to the medium, perspective, and origin of each source.

Instruct students to keep these considerations in mind as they gather sources through this module. A diverse pool of potential sources provides a strong foundation for their claims and reasoning.

- Students listen.

Activity 4: Independent Searches

55%

Instruct students to work on their independent searches using the Conducting Independent Searches Checklist as a guide. Remind students of the research steps (planning for searches, assessing sources, annotating, taking notes, and evaluating arguments). Remind students to organize all search materials in their respective research materials. Instruct students to take out their research frames and any other pertinent search materials from the previous lessons that will be necessary in conducting the independent searches. (W.11-12.7)

Transition students to independent searches.

- Students complete independent searches using the research frame and the steps from previous lessons.
- Consider displaying the search steps from 12.3.1 Lessons 16-18 for students to see.
- 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.
- **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.

Instruct students to consult the Conducting Independent Searches Checklist as a reminder of the components of the research process.

- **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 to access these databases and create filtered searches that support students' reading levels.

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- Remind students to consider print and non-text media when researching and to think about how visuals or auditory media can provide information or demonstrate information in ways different from text.

Activity 5: Quick Write

10%

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

Choose one source and assess the strengths and limitations of that source in relation to an inquiry path.

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 6: 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).

- Students should bring to class their annotated sources and completed research tools as evidence of their independent research.
- 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). Bring to class your annotated sources and completed research work from your searches.

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Conducting Independent Searches Checklist

Name :		Class :		Date :	
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Directions: Use this checklist to guide your independent searches to ensure that your research is effective.

Criteria for conducting independent searches	Check
1. Uses inquiry questions to drive research and identify sources.	
2. Continually assesses sources for credibility; identifies the usefulness of a particular source and explains why a particular source does or does not help respond to an inquiry question.	
3. Determines if information is sufficient to address established inquiry paths and questions in the research frame and adjusts the search accordingly.	
4. Reads sources closely, analyzes details and ideas, and records notes for each source to determine how it addresses inquiry questions and paths.	
5. Makes decisions about the research direction based on reviews of annotation and notes and relevance to inquiry questions/paths. This may include discontinuing inquiry paths and adding inquiry paths/questions.	
6. Marks key information in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link to inquiry paths.	

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