

12.3.1 Lesson 27

Introduction

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.

Student learning in this lesson is assessed via a two-page synthesis of their perspective derived from students' research. Students draw on their research evidence to express their perspective on their problem-based question. Students submit the evidence-based perspective for assessment purposes.

For homework, students complete another multimedia journal entry, in response to the following prompts: How has your thinking changed regarding your problem-based question? How did your research process lead you to your evidence-based perspective?

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.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.11-12.1	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.
SL.11-12.1	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.

Assessment

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Assessment(s)

Student learning is assessed via a multi-paragraph response to the End-of-Unit 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.
- Student responses are assessed using the 12.3.1 Research Rubric.

High Performance Response(s)

A High Performance Response should:

- Meet the requirements of Level 4 on the 12.3.1 Research Rubric.
- See the Model Evidence-Based Perspective at the end of this lesson.

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 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

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Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.7, W.11-12.9, W.11-12.1, SL.11-12.1 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. 12.3.1 End-of-Unit Assessment: Evidence-Based Perspective 4. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 20% 3. 70% 4. 5%

Materials

- Copies of the 12.3.1 End-of-Unit Assessment for each student
- Student copies of the 12.3.1 Research Rubric and Checklist (refer to 12.3.1 Lesson 9)
- Student copies of the Organizing Evidence-Based Claims Tools (refer to 12.3.1 Lesson 23)
- Student copies of the Student Research Plan Handout (refer to 12.3.1 Lesson 15)

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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 standards for this lesson: W.11-12.7 and W.11-12.9. In this lesson, students discuss their developing perspectives on their problem-based questions, using their tools from the previous lessons. Students write an evidence-based perspective (a two-page synthesis), supporting the perspective with relevant evidence from the research.

- Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the previous lesson's homework assignment. (Reread the Student Research Plan and use it as a guide to organize all sources, annotated copies, notes, tools, and assessments in preparation for the End-of-Unit Assessment in 12.3.1 Lesson 27. Additionally, reflect on your claims from the previous lessons using the guiding questions below. Take notes on a separate sheet of paper about each guiding question, as you reflect on your claims and the research process as a whole.)

Instruct students to form small groups and discuss their reflections on the guiding questions regarding their problem-based questions. Remind students to use specific evidence to support

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their conclusions or reflections about the research work. Additionally, remind students to take notes during the discussion for later use when writing their evidence-based perspectives.

- Student responses vary according to the research conducted. Student responses may include:
 - At first, I thought that people who lived in geographically isolated regions would want to have the same opportunities as those who live in more connected regions. Instead, my sources have introduced a range of perspectives on the issue, which makes me question the value of so much constant connectivity. For example, although there are economic benefits to connectivity, many rituals, languages, and values of a given culture are lost or diluted once the area is connected to others technologically.
 - Based on my claims, my overall opinion of intellectual property laws is that, although they are the only protection and potential source of revenue for an inventor, they are not effective stimulators of innovation. The application process for a copyright, trademark, or patent is costly and lengthy, and once granted, does not provide enough protection for the inventor. Many innovators opt to open-source their initial ideas, leveraging their losses by consulting, training, and researching with for-profit corporations. The current American model of intellectual property is unsustainable for prolonged innovation and prolonged financial reward for innovators.

Explain to students that their discussions should continue the work of the collaborative discussion outlined in SL.11-12.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

- Consider posting or projecting the homework questions to guide the discussion:

How has your understanding of the problem-based question developed or deepened as a result of the research?

Based on your claims, what ideas can you connect and what do those connections tell you about the problem-based question?

Based on your claims, what are your overall views or opinions about the problem-based question? How did the research lead you to these views or opinions?

Activity 3: 12.3.1 End-of-Unit Assessment: Evidence-Based Perspective

70%

Explain to students that throughout 12.3.1 they have used the research process to explore a research issue; this lesson's assessment asks them to reflect on their current understanding of their problem-based question now that they have created claims about it. Explain to students that an evidence-based perspective is a synthesis of their research findings, based on their analysis of the research outcomes, and supported with evidence. The evidence-based perspective students develop in this lesson helps them to develop a central claim in 12.3.2.

- Students listen.
- **Differentiation Consideration:** Consider reminding students of the following definition from 12.3.1 Lesson 9: *perspective* means “how one understands an issue, including his/her relationship to and analysis of the issue.”

Instruct students to complete the 12.3.1 End-of-Unit Assessment by writing about their evidence-based perspective in a two-page synthesis, using their research evidence and details for support.

Instruct students to use their Organizing Evidence-Based Claims Tools from the previous lessons and their discussion notes from the previous activity to write about their developing perspectives regarding their problem-based questions. Remind students to use specific evidence from their sources to support their perspectives. Remind students that the focus for this writing is to develop a perspective on their research, not to summarize all of their research outcomes. Remind students to paraphrase and quote the evidence correctly when crafting the perspective. (W.11.12.1)

Transition students to writing the End-of-Unit Assessment.

Consider reminding students that developing an evidence-based perspective addresses W. 11-12.1, which asks students to explore and inquire into areas of interest as they begin to formulate an argument.

- Students independently write an evidence-based perspective for the End-of-Unit Assessment.
- See the Model Evidence-Based Perspective at the end of this lesson.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to complete another multimedia journal entry, in response to the following prompts:

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How has your thinking changed regarding your problem-based question?

How did your research process lead you to your evidence-based perspective?

- Students follow along.
- **Differentiation Consideration:** Consider instructing students to use the Student Research Plan Handout from 12.3.1 Lesson 15 to guide their multimedia journal entries.

Homework

Complete another multimedia journal entry, in response to the following prompts:

How has your thinking changed regarding your problem-based question?

How did your research process lead you to your evidence-based perspective?

12.3.1 End-of-Unit Assessment

Evidence-Based Perspective

Your task: 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.

Your response will be assessed using the 12.3.1 Research Rubric.

Guidelines

Be sure to:

- Develop a perspective on the research, and not a summary of all the research outcomes.
- Support your perspective with relevant evidence from your research.
- Organize your perspective using the claims you developed on your Organizing Evidence-Based Claims Tools (based on your inquiry paths).
- Use specific research to support your claim(s).
- Organize your ideas in a cohesive and coherent manner.
- Use precise language appropriate for your task.
- Follow the conventions of standard written English.

CCSS: W.11-12.7, W.11-12.9

Commentary on the task:

This task measures W.11-12.7 because it demands that students:

- 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.

This task measures W.11-12.9 because it demands that students:

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Model Evidence-Based Perspective

What first interested me about the issue of global wealth and power distribution was the same issue as presented in *Guns, Germs, and Steel* by Jared Diamond. Throughout the excerpts, Diamond searches for the ultimate causes of inequality between rich and poor nations, and his exploration intrigued me; I wanted to know how *developing* nations could become *developed* nations. What I learned from my sources is that development is not as simple as just sending money from point A to point B. Investments must target the internal infrastructure most likely to create positive outcomes for a developing nation's economy.

Although the sources present a variety of perspectives on the many ways for a developing nation to increase its economic prosperity, my personal conclusion is that the most effective way for developing nations to become more prosperous is by providing quality education and technology to all citizens.

Through my research, I discovered that education comes in various forms and that the idea of “quality education” is difficult to define. According to UNESCO’s EFA Global Monitoring Report 2005, high-quality education focuses on both cognitive skills (learning, thinking, analyzing, synthesizing, etc.) as well as “the creative and emotional growth of learners and in helping them to acquire values and attitudes for responsible citizenship.”

Quality education only works to improve economic growth when there is equality for all students in a classroom, regardless of whether the students are male or female. On page viii of “Evidence for Action: Gender Equality and Economic Growth,” Ward et al. explain that this kind of equity is important for the prosperity of a country: “With the exceptions of resource-rich Oman, Bahrain and Saudi Arabia, no country has achieved both GDP per capita of over \$10,000 and a ratio of girls to boys in primary education of less than 90 per cent.” Additionally, equity is important in terms of economic competition and overall economic productivity. If women cannot compete or produce alongside men in the workforce, only half of the potential workforce is contributing to a country’s economic potential. For example, Ward et al. explain that, “markets are more competitive if all would-be entrepreneurs can use their talents.”

At first, I considered that investments in health care in developing countries would be pivotal in changing their economic fates. However, with further research, I realized that education also serves as a foundation for better health care and the physical wellbeing of a population. In fact, education gives people the knowledge to protect themselves from disease. In “The Case for Universal Basic Education for the World’s Poorest Boys and Girls,” Sperling claims that, “an extra year of female education can reduce infant mortality by 5% to 10%. In Africa, children of mothers who receive five years of primary education are 40% less likely to [die] before age 5 than are children of uneducated mothers.” While investment in health care is important, it is an immediate, short-term solution to the problem of poverty, while investing

in education is a long-term strategy that will have greater impact on the economy and on health care overall.

Finally, I discovered through research that technology is an important investment because it plays a vital role in increasing wealth in developing nations. In order to contribute to economic growth, all citizens must have access to technology. Access to broadband Internet, for example, can spur economic growth. According to Qiang, Rossotto, and Kimura at the World Bank, broadband Internet helps people “acquire skills ... and develop social networks through broadband-enabled Web applications, facilitating peer-to-peer communities and their integration with the economy.” One example of the benefits broadband Internet can bring is found in India, where farming villages are “using a common portal that links multimedia personal computers by satellite ... these improvements have resulted in productivity gains for the farmers.” If access to the Internet can increase productivity and stimulate more investment in technology and education, it is a critical part of driving innovation in developing nations.

Thus, technology and education work together to improve the health and prosperity of a nation’s citizens, thereby increasing the rate of reinvestment in human capital by the citizens themselves, and providing the best chance for developing nations to gain economic prosperity.

- The evidence in this High-Performance Response comes from:
 - “Empowering Women Is Smart Economics” by Ana Revenga and Sudhir Shetty (Source #1)
 - “Poverty Facts and Stats” by Anup Shah (Source #2)
 - “Evidence for Action: Gender Equality and Economic Growth” by John Ward, Bernice Lee, Simon Baptist, and Helen Jackson (Source #3)
 - “Human Capital Investment in the Developing World: An Analysis of Praxis” by Adeyemi O. Ogunade (Source #5)
 - “The Case for Universal Basic Education for the World’s Poorest Boys and Girls” by Gene B. Sperling (Source #6)
 - “2005 EFA Global Monitoring Report. Education for All: The Quality Imperative” by UNESCO (Source #7)
 - “Economic Impacts of Broadband” by Christine Zhen-Wei Qiang and Carlo M. Rossotto with Kaoru Kimura, in *2009 Information and Communications for Development: Extending Reach and Increasing Impact* by World Bank Publications. (Source #10)

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