

12.3.1 Lesson 15

Introduction

In this lesson, students learn how to generate specific inquiry questions to frame their research. Students were introduced to inquiry questions in the first half of 12.3.1. In this lesson, they learn how to craft specific inquiry questions for their selected areas of investigation developed in 12.3.1 Lesson 14.

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. Student learning is assessed via two specific inquiry questions generated during this lesson that guide student research.

For homework, students continue to craft, vet, and refine 5 additional specific inquiry questions for their areas of investigation using the Specific Inquiry Questions Checklist. Additionally, students search for at least two more sources related to their area of investigation and prepare to discuss how the two sources connect to their selected area of investigation in the following lesson, 12.3.1 Lesson 16.

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Standards

Assessed Standard(s)	
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 the topic(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)	
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

Assessment(s)
<p>Student learning is assessed via two specific inquiry questions generated during this lesson that guide student research.</p> <ul style="list-style-type: none"> The inquiry questions developed depend on students' specific areas of investigation. Students' two specific inquiry questions are assessed using the Specific Inquiry Questions Checklist criteria.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Align to the criteria detailed in the Specific Inquiry Questions Checklist. See Model Specific Inquiry Questions Checklist for a High Performance Response. See Model Specific Inquiry Questions Checklist at the end of the lesson.

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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

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: RI.11-12.1.a, W.11-12.7, SL.11-12.1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Student Research Plan Inquiry Questions Review Small-Group Brainstorm Vetting Specific Inquiry Questions Finalizing Specific Inquiry Questions and Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 10% 10% 25% 20% 15% 5%

Materials

- Copies of the Student Research Plan Handout for each student

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- Copies of the Specific Inquiry Questions Checklist for each student
- **Differentiation Consideration:** Student copies of the Posing Inquiry Questions Handout (refer to 12.3.1 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.
	<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: RI.11-12.1.a and W.11-12.7. In this lesson, students learn how to generate specific inquiry questions to frame their research. First, students engage in a research process check-in and review the Student Research Plan Handout. Then, students work in small groups to help generate specific inquiry questions for their peers' areas of investigation. Using the Specific Inquiry Questions Checklist to vet the brainstormed inquiry questions, students finalize a list of at least 5 specific inquiry questions to guide their research. Students turn in two of these specific inquiry questions for assessment purposes.

- Consider reminding students of their work with RI.11-12.1.a in 12.3.1 Lesson 4, in developing factual, interpretive, and evaluative questions for further exploration of an issue.
- Consider reminding students of their work with W.11-12.7 in 12.3.1 Lesson 9 and Lesson 14, in conducting research to answer a question and narrowing or broadening inquiry when appropriate.

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- 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. (Reflect on your research processes completed during the lesson and complete a multimedia journal entry in response to the following prompt: How have you decided to organize your research and why? Why is your selected area of investigation compelling to you, and why is it worth investigating?) Instruct students to talk in pairs about their responses to 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.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Continue to search for at least two more sources related to your area of investigation. Prepare to discuss how the two sources connect to your selected area of investigation for the following lesson.) Instruct students to talk in pairs about two sources they identified and explain how the two sources connect to their area of investigation.

- Student responses vary based on individual research, but may include:
 - My area of investigation is “The impact of technological diffusion (the Internet) on geographical isolation.” The first source is on the BBC website and is called “The Last Places on Earth without the Internet.” This article describes a significant divide in Internet usage between connected nations and those that are geographically isolated, and provides information about how companies like Google and O3b networks have projects to bring the Internet to those who are geographically isolated. This article is interesting because it describes access to the Internet as not being completely positive. At the end, the author states that “the tendrils of the ultimate network are ... difficult to escape.” The second article is from the McKinsey Institute and it is much more positive about Internet expansion in geographically isolated nations. It is from 2011 and describes how the Internet is responsible for 3.4% of the GDP in developed economies. It also describes how the Internet “drives business transformation and economic modernization.”

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- My area of investigation is “intellectual property laws and innovation.” Although I found a large number of sources, two of them really grabbed my attention. The first is from a paper written by Bronwyn H. Hall and prepared for Microsoft. This paper first defines the terms “open source” and “intellectual property,” and then specifically describes the push and pull of each idea—open source and intellectual property protection—on innovation. The second is a research study that I found in a journal called *The Journal of Political Economy*, but this paper was too complex; so instead, I found a *Science Daily* article based on the research in that study. The takeaway from the study is that intellectual property laws can actually reduce innovation by 20-30%, because the laws create too many restrictions for new innovations to spread easily into the market.
- Consider collecting the homework to assess students’ research progress.
- Throughout the rest of 12.3.1, sample student responses will come from the model areas of investigation first discussed in 12.3.1 Lesson 9. These sample responses will demonstrate how a variety of issues could have been derived from *Guns, Germs, and Steel*.

Activity 3: Student Research Plan

10%

Distribute the Student Research Plan Handout to each student. Explain that the Student Research Plan Handout can be used when students complete their multimedia journal entries or to reflect on their progress as they complete steps in the research process.

Explain to students that this plan helps them track their research progress by describing the research process outcomes at each step. Remind students that the research process is iterative. There are specific steps that are “completed,” but many steps in the process need to be repeated or revisited because research develops and builds on itself and can lead to different paths that may need to be explored.

- Students listen and examine the Student Research Plan Handout.

Instruct students to examine Part 1 of the Student Research Plan Handout. Remind students that some of these research processes were conducted in earlier lessons in the first half of 12.3.1, such as surfacing issues, developing potential inquiry questions, pre-searches, and crafting areas of investigation.

- Students examine Part 1 of the Student Research Plan Handout.
- Students may use the Student Research Plan Handout as a guide for the reflective multimedia journal entries they create over the course of 12.3.1.

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Instruct students to keep the Student Research Plan Handout in their research materials and refer to it as necessary as they progress with their research during 12.3.1.

- Students file their Student Research Plan Handouts in their research materials.

Activity 4: Inquiry Questions Review

10%

Instruct students to Turn-and-Talk to review their inquiry questions by answering the following question:

What are key components of effective inquiry questions?

- Student responses may include:
 - The questions should lead to rich and relevant knowledge and information.
 - They should be questions you want to answer.
 - They are questions that can be explored through research.
 - They should be questions that are clear and easily understood.
 - The questions should lead to more questions.
 - They are questions to which you do not already know the answer.
- **Differentiation Consideration:** If students need help with this review, instruct them to refer to the Posing Inquiry Questions Handout from 12.3.1 Lesson 4.
- **Differentiation Consideration:** Consider writing notes from the discussion for students to see and apply during the small-group brainstorm.

Remind students that they posed inquiry questions earlier in 12.3.1 Lesson 4 as an exploratory process to identify general areas of interest and confirm that an area of investigation could be supported through research. Those questions were more general in nature. Now that students have established an area of investigation, the role and nature of the inquiry questions will change, becoming more specific and serving as the “frame” to guide the exploration of the area of investigation. Explain to students that the focus of the next activity, the small-group brainstorm, is to generate inquiry questions. Students should try to think about specific inquiry questions, but the goal of the brainstorm is to generate a large number of questions. Later in the lesson, students will vet the questions for specificity.

- Students listen.

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Explain to students that throughout the rest of 12.3.1, the class will use the “Increasing wealth in developing nations” area of investigation to model the research process. Inform students that this area of investigation is a model only and that they are required to follow their own inquiries as established by the area of investigation they selected in the previous lesson. Instruct students to form pairs to Turn-and-Talk about three possible inquiry questions that might frame effective research for this model area of investigation.

- Student responses may include:
 - What factors affect developing nations’ wealth?
 - What is the relationship between the financial security of individuals and a nation’s economy?
 - What is the most effective way for a developing nation to increase its economic standing?
 - How does a nation increase its global standing?
 - Can investment in women really improve the overall wealth of a nation?

Lead a whole-class discussion about possible inquiry questions and write them on the board or chart paper as examples for students to see.

- At this point in the lesson, the sample student responses do not need to be ideal inquiry questions. Later in the lesson, students vet questions and refine them into stronger and more specific inquiry questions that yield more than yes/no answers.

Activity 5: Small-Group Brainstorm

25%

Inform students they are going to participate in a small-group brainstorm to help them generate inquiry questions that explore as many potential aspects of their individual area of investigation as possible. The goal is for each student to walk away from the brainstorm with a plentiful number of questions that can later be condensed and refined to frame their specific area of investigation. Remind students that the questions could be seeking factual answers, explanation, understanding, evaluation, or a combination of some or any of these.

Explain the directions for the small-group brainstorm. Each student in the small group presents his or her area of investigation to the group. The group then generates as many inquiry questions as possible for that student’s area of investigation. The student presenting an area of investigation records all the questions the group has brainstormed. The process continues until all students have presented their individual areas of investigation and the rest of the group has brainstormed questions.

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- Students listen.
- Consider reminding students that in this lesson, they continue the work of collaborative discussion outlined in SL.11-12.1, taught in previous modules and in earlier lessons in 12.3.1.

Instruct students to transition into small groups and complete the inquiry question brainstorm for each student in the group.

- Student questions vary based on individual areas of investigation.
- **Differentiation Consideration:** Students learned about crafting inquiry questions in 12.3.1 Lesson 4. However, if students struggle during the small group activity to brainstorm effective inquiry questions, consider providing the Specific Inquiry Questions Checklist to support students who are struggling. Recommend that students consider the checklist's criteria when brainstorming possible inquiry questions.
- Encourage students to build on and borrow questions from each other as they brainstorm. Many questions may be related since all of the students generated their areas of investigation from *Guns, Germs, and Steel*.
- Consider explaining to students that they should not worry about the specificity of the questions right now. For the purpose of the small-group brainstorm, students need to help their peers generate as many inquiry questions as possible for their areas of investigation.
- Consider placing students in small groups that should remain consistent throughout Module 12.3. It may be helpful to form groups ahead of time to maximize the range of different research issues and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and are accountable to one another. Students should know about their teammates' areas of investigation. Students should share claims and evidence that arise from their individual inquiries and learn from each other's research processes, which they may potentially use to refine their own areas of investigation and inquiry questions.

Activity 6: Vetting Specific Inquiry Questions

20%

Transition students into a whole-class discussion and distribute the Specific Inquiry Questions Checklist to each student. Explain to students that in this part of the lesson they use the Specific Inquiry Questions Checklist to vet, select, and refine at least 5 specific inquiry questions from the previous small-group brainstorm activity.

- Students listen and examine the Specific Inquiry Questions Checklist.

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Model for students how to use the Specific Inquiry Questions Checklist. Post or project the following question brainstormed in the Inquiry Questions Review (Activity 4):

What factors affect developing nations' wealth?

Model for students how to evaluate the question using the Specific Inquiry Questions Checklist.

Instruct students to look at criterion number 1: “Does the question have an appropriate scope or purpose? Does it focus on an important aspect of the area of investigation?” Explain to students that this question focuses on an aspect of the area of investigation because it asks about the factors that affect developing nations' wealth. However, it may not have an appropriate scope because the response may simply generate a list of factors. A way to revise this question would be to focus on a single factor and its effect on a single nation's wealth.

Instruct students to look at criterion number 2 on the Specific Inquiry Questions Checklist: “Is the question useful? Will it lead to meaningful inquiry?” Explain to students that the question is useful, and will likely lead to further inquiry. For example, students may identify a number of factors, and then pose more questions about how the different factors affect wealth and which factor is most effective or efficient in increasing a nation's wealth. For example:

“How can education be used to develop a more high-functioning workforce?”

“How can technology increase developing nations' participation in global economics?”

“How can healthcare improve a developing nation's economy?”

Instruct students to look at criterion number 3: “Is the question answerable through research?” Explain to students that this question is answerable through research. Researchers could find information regarding cases in which developing nations gained more wealth, and these cases may include specific facts and statistics regarding the factors that positively affected their economies. They could also find theoretical models for increasing wealth in developing nations.

Instruct students to look at criterion number 4: “Is your question understandable or clear?” Explain to students that the question is clear and understandable because it is a simple, straightforward question that requires a factual response. It could, however, be narrowed to include a subset of factors, such as technological, political, or social factors.

Instruct students to look at criterion number 5: “Does your question require multiple answers and possibly more questions?” Explain to students that the question is likely to elicit multiple answers, including a wide variety of factors that impact wealth in developing countries. The answers could easily lead to more questions about each of the factors and their relative impact on nations' economies.

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Instruct students to look at criterion number 6: “Is your question’s answer unknown to you?” Explain to students that the answer to this question is partially known. Factors such as political structure, technological advantage, cultural knowledge, life expectancy, and rate of innovation, among other factors described at length in *Guns, Germs, and Steel*, impact the wealth of developing nations. However, how investment in one or more of these factors can impact the nation’s economy is not known.

- Students follow along.

Ask students the following question:

How could you rephrase this question to generate richer inquiry?

- Student responses may include:
 - How can investment in human capital affect a developing nation's economy?
 - What factors contribute to increases in a nation’s wealth?
 - How can a developing nation stimulate its economy through technology?

Point out that the original question could be answered by a list of possible factors. Model for students how to tailor the inquiry question to make it more specific, to focus on an aspect of the model area of investigation, and to make it require more than a list of possible factors. Explain to students that a way to alter the question is to think about the type of answers they want. Beginning a question with the word *can* requires the answer to be yes or no. Beginning a question with *what* or *which* also limits the response to a single answer or list of words or terms. Changing the beginning of the question can alter the answer by giving you more information: How can investment in human capital affect a developing nation's economy?

- Students follow along.

Guide students through the Specific Inquiry Questions Checklist to vet the second inquiry question from Activity 4 (What is the relationship between the financial security of individuals and a nation’s economy?) by having them check off the appropriate categories on their checklist.

- Students independently practice vetting the new inquiry question by using the Specific Inquiry Questions Checklist.
- See the Model Specific Inquiry Questions Checklist for possible student responses.
- **Differentiation Consideration:** If students need additional support, consider having students practice in pairs vetting another question from the Inquiry Questions Review (Activity 4).

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Activity 7: Finalizing Specific Inquiry Questions and Assessment 15%

Instruct students to individually examine their list of inquiry questions generated from the small-group brainstorm activity and use the Specific Inquiry Questions Checklist to select, vet, and refine at least 5 specific inquiry questions for assessment.

- This process is appropriate for a lesson assessment because students previously crafted inquiry questions in several lessons in the first half of 12.3.1.

Instruct students to choose two of the richest or strongest specific inquiry questions and copy the questions on a separate sheet of paper. Students will turn in this paper for their assessment.

- Students complete the inquiry question assessment.
- Assess each student's two specific inquiry questions using the language of the Specific Inquiry Questions Checklist to provide feedback.
- **Differentiation Consideration:** If students struggle to choose the richest or strongest specific inquiry questions, instruct them to think about choosing the inquiry questions that might lead to the richest inquiry or multiple sources of information.

Collect each student's two specific inquiry questions.

Instruct students to file the remaining specific inquiry questions in their research materials.

- The Specific Inquiry Checklist serves as the assessment for this lesson.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue to craft, vet, and refine 5 additional specific inquiry questions for their areas of investigation using the Specific Inquiry Questions Checklist. Additionally, instruct students to search for at least two more sources related to their area of investigation. Inform students to prepare to discuss how the two sources connect to their selected area of investigation in the following lesson, 12.3.1 Lesson 16.

- Students follow along.

Homework

Continue to craft, vet, and refine 5 additional specific inquiry questions for your area of investigation using the Specific Inquiry Questions Checklist. Additionally, search for at least

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two more sources related to your area of investigation. Prepare to discuss how the two sources connect to your selected area of investigation in the following lesson, 12.3.1 Lesson 16.

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Student Research Plan Handout

Name :		Class :		Date :	
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Research process	Process outcomes	Associated materials	Standards
Part 1: Initiating Inquiry	<ul style="list-style-type: none"> Generates, selects, and refines inquiry questions to explore issues Develops areas of investigation from the research-issue exploration Develops inquiry questions about areas of investigation Conducts pre-searches of areas of investigation Arrives at a research-based area of investigation by vetting areas of investigation Generates specific inquiry questions for the selected area of investigation 	<ul style="list-style-type: none"> Surfacing Issues Tool (optional) Posing Inquiry Questions Handout Pre-Search Tool (optional) Area Evaluation Checklist Specific Inquiry Questions Checklist 	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.

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Research process	Process outcomes	Associated materials	Standards
Part 2: Gathering Information	<ul style="list-style-type: none"> Plans for searches by determining key words/phrases and finding credible and relevant sources Assesses sources for how credible, relevant, and accessible they are Annotates sources and records notes that help answer the inquiry questions Evaluates arguments using an evidence-based arguments checklist Builds an initial Research Frame with a problem-based question to guide independent searches Conducts searches independently 	<ul style="list-style-type: none"> Potential Sources Tool (optional) Assessing Sources Handout Taking Notes Tool (optional) Research Frame (optional) Conducting Independent Searches Checklist Evidence-Based Arguments Checklist 	<p>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.</p> <p>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.</p>

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Research process	Process outcomes	Associated materials	Standards
Part 3: Organizing and Synthesizing Inquiry	<ul style="list-style-type: none"> Organizes, connects, and synthesizes evidence to develop evidence-based claims about inquiry questions and inquiry paths Further organizes, connects, and synthesizes evidence-based claims about inquiry paths and the problem-based question Reviews and synthesizes the research to develop a written evidence-based perspective 	<ul style="list-style-type: none"> Forming Evidence-Based Claims Tool Organizing Evidence-Based Claims Tool Evidence-Based Claims Criteria Checklist Forming Counterclaims Tool Evidence-Based Perspective Rubric 	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.

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Specific Inquiry Questions Checklist

Na me:		Clas s:		Dat e:	
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Directions: Write 5 specific inquiry questions that relate to your research issue. Then vet each question using the 6 criteria below. Use the vetting process to help you revise and strengthen your specific inquiry questions.

Area of Investigation:

Question #1:

Question #2:

Question #3:

Question #4:

Question #5:

Criteria	Q1	Q2	Q3	Q4	Q5
1. Does the question have an appropriate scope or purpose? (Does it focus on an important aspect of the area of investigation?)					
2. Is the question useful? Will it lead to meaningful inquiry?					

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Criteria	Q1	Q2	Q3	Q4	Q5
3. Is the question answerable through research?					
4. Is the question understandable or clear?					
5. Does the question require multiple answers and possibly more questions?					
6. Is your question's answer unknown to you?					

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Model Specific Inquiry Questions Checklist

Na me:		Clas s:		Dat e:	
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Directions: Write 5 specific inquiry questions that relate to your research issue. Then vet each question using the 6 criteria below. Use the vetting process to help you revise and strengthen your specific inquiry questions.

Area of Investigation: Increasing wealth in developing nations

Question #1: What factors affect developing nations' wealth?

Question #2: What is the relationship between the financial security of individuals and a nation's economy?

Question #3: What is the most effective way for a developing nation to increase its economic standing?

Question #4: How does a nation increase its global standing?

Question #5: Can investment in women really improve the overall wealth of a nation?

Criteria	Q1	Q2	Q3	Q4	Q5
1. Does the question have an appropriate scope or purpose? (Does it focus on an important aspect of the area of investigation?)	Mostly. The question relates to the area of investigation. However, it may not have an appropriate scope because the response may simply generate a list of possible factors. The question may need to be limited to a specific factor.	Unsure. It seems like this question might have a predictable answer: If the citizens have financial security the overall economy will be prosperous because people can invest in the economy. Based on my pre-searches, though, the relationship is very complex and may yield interesting research.	Yes, this question has an appropriate scope and purpose. It focuses specifically on what nations can do to improve their economies.	No, this question is too broad. It is not limited to any particular factor and it is not clear what is meant by “global standing.”	Yes, the question has an appropriate scope and purpose. It limits the inquiry to a specific aspect of developing wealth in a nation, investing in human capital, and specifically in women.

Criteria	Q1	Q2	Q3	Q4	Q5
2. Is the question useful? Will it lead to meaningful inquiry?	Yes, the question is useful, and will likely lead to further inquiry into the different factors. It will also allow for more questions about how each factor affects wealth and which is most effective or efficient in developing a nation's wealth.	This is a useful question because it is important to see the connections between individuals and the overall economy. If individuals are financially secure, the economy should be stronger because they will be able to spend money and buy from one another.	Maybe. This question is useful because many nations want to improve their economic standing. However, it may not lead to meaningful inquiry because it is about how the countries are ranked. It might be more useful to ask about the overall economy and leave economic standing out of it.	This question is similar to question #3, so I probably only need one of these questions. I could focus on the economic security of a country instead of global standing.	This question relates to the area of investigation, but it is probably not going to be very useful because it will yield a yes or no answer.

Criteria	Q1	Q2	Q3	Q4	Q5
3. Is the question answerable through research?	Yes, I could find information regarding cases in which developing nations have experienced the effects of various factors on the economy. I could also find theoretical models for increasing wealth in developing nations that isolate specific factors to determine their effects.	This question can probably be answered through research. I could find information regarding cases in which nations made investments in improving the financial security of its citizens, and these cases may include specific facts and statistics to show the effect on the overall economy.	Yes, it can be answered through research. I could identify several cases and determine which method was most effective for improving a country's economy.	Maybe, although it may be difficult to find data on a nation's "global standing," or how it achieves a better global standing.	No, this is more difficult to research because it could only lead to opinions about whether investment in women can or cannot improve the overall economy. I need to revise my question.
4. Is the question understandable or clear?	Yes, the question is clear and understandable because it is a simple, straightforward question that requires a factual response. It could, however, be narrowed.	Although the question appears clear, the response may not be. The relationship may be complicated and may vary with other factors that I do not plan to investigate.	Yes, it is understandable and clear because it asks a direct, factual question about ways to improve an economy.	No, it is not clear what is meant by "global standing." I need to revise this question to be more specific.	Yes, it is understandable because it asks for a definitive answer.

Criteria	Q1	Q2	Q3	Q4	Q5
5. Does the question require multiple answers and possibly more questions?	Yes, this question does elicit multiple answers, including factors that impact wealth in developing countries, leading to more questions about each of the factors and their relative impact, positive or negative, on a nation's economy.	Yes, there are likely to be many answers to this question and it leads to questions about the relative value of investment in the financial security and wellbeing of individuals to the improvement of the overall economy.	This question appears to require only a single answer, though it will generate multiple perspectives. It does raise questions about the value of economic standing and the impact on a society when the nation does commit to economic improvement .	Somewhat, although it may not lead to more questions. There are probably many methods for improving the economy, wealth, or life expectancy of a nation's citizens, but not much inquiry about the "global standing" of the nation.	No, this question will only have two answers: yes or no. There are many perspectives on the answer to this question, though. I need to rephrase the question so it does not begin with "can."
6. Is your question's answer unknown to you?	The answer to this question is partially known. How investment in one or more of these factors can impact the nation's economy is not known.	Yes, I do not know the answer.	Yes, I do not know the answer.	Yes, I do not know the answer.	The answer to this question is partially known based on my pre-searches. My sources identify investment in women as a powerful economic strategy.

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