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| 12.3.1 | Lesson 17 |

# Introduction

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 in “Empowering Women Is Smart Economics” by Ana Revenga and Sudhir Shetty. 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.

Students begin the lesson with modeled annotation and practice based on an inquiry question. This annotation informs further instruction and practice on note taking for research purposes. Student learning is assessed via a Quick Write at the end of the lesson: Select an annotation and relevant notes from your work in this lesson. Explain how the annotation/relevant notes address the specific inquiry question: How can investment in human capital affect a developing nation’s economy?

For homework, students annotate and take notes for two more sources found in 12.3.1 Lesson 16 and prepare to discuss at least two notes that address a selected inquiry question.

# Standards

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| 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, citing textual evidence to support analysis and inferences drawn from the text.* Select an annotation and relevant notes from your work in this lesson. Explain how the annotation/relevant notes address the specific inquiry question: How can investment in human capital affect a developing nation’s economy?
* Consider using the relevant portions of the 12.3.1 Research Rubric and Checklist to assess the Quick Write in this lesson.
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| High Performance Response(s) |
| A High Performance Response should: * Select an annotation and relevant notes (e.g., Question mark beside “Since 1980, women have been living longer than men in all parts of the world. But across all developing countries, more women and girls still die at younger ages relative to men and boys, compared with rich countries” (par. 7). Why do women die younger in developing countries?).
* Explain how the annotation and relevant notes address the specific inquiry question: How can investment in human capital affect a developing nation’s economy? (e.g., A developing nation that wants to improve its economy first must address factors that lead to the shortened lives of women and girls. The premature deaths of women represent a great loss to their families, and a loss of resources to their countries. Explaining that these “3.9 million girls and women” are “missing” (par. 7) instead of dead is a powerful way to describe the potential human capital that is lost in their absence.).
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# Vocabulary

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| Vocabulary to provide directly (will not include extended instruction) |
| * None.\*
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| Vocabulary to teach (may include direct word work and/or questions) |
| * None.\*
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| Additional vocabulary to support English Language Learners (to provide directly) |
| * None.\*
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| \*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 & Text:*** Standards: W.11-12.8, W.11-12.7
* Model Source Text #1: “Empowering Women Is Smart Economics” by Ana Revenga and Sudhir Shetty
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| **Learning Sequence:**1. Introduction of Lesson Agenda
2. Homework Accountability
3. Annotating Sources
4. Taking Notes
5. Quick Write
6. Closing
 | 1. 5%
2. 10%
3. 35%
4. 35%
5. 10%
6. 5%
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# Materials

* Student copies of the 12.3.1 Research Rubric and Checklist (refer to 12.3.1 Lesson 9)
* Student copies of the Assessing Sources Handout (refer to 12.3.1 Lesson 16)

# Learning Sequence

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| 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.** |
| *Italicized text indicates a vocabulary word.* |
| ⏵ | 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. In this lesson, students further their research process by practicing annotation and note taking for research.

* 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. (Evaluate three more potential sources and record information regarding how the sources either meet or do not meet the criteria for being credible, accessible, and relevant using the Assessing Sources Handout as a guide.) Instruct students to form pairs and discuss how their additional sources meet the criteria for being credible, accessible, and relevant.

* Student responses vary according to the research conducted. Students should use the language of the Assessing Sources Handout in their discussion.

Lead a brief whole-class discussion of student pair discussions.

* Consider collecting the homework to monitor students’ research progress.

Instruct students to take out their responses to the second part of the previous lesson’s homework assignment. (Complete another multimedia journal entry responding to the following prompts: How has the process of assessing sources affected your potential resources and research process in general? What is your plan for finding more credible, accessible, and relevant resources if necessary?) Instruct student pairs to discuss their multimedia journal entries from the previous lesson.

* Student pairs discuss their journal entries from the previous lesson.
* 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 Part 2 of the Student Research Plan Handout by writing a few sentences about their research process and next steps based on the process outcomes described in Part 2, specifically regarding planning for searches and assessing sources. 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: Annotating Sources 35%

Explain to students that once they identify credible, accessible, and relevant sources, the next step in the research process is to read the sources closely, with an eye toward selecting sources that further their research and help to answer the inquiry question guiding that specific search process.

Inform students that reading closely for the purpose of gathering and analyzing information and evidence is done in two steps: annotating and taking notes. Both annotating and taking notes aid in further assessing the usefulness of each source.

* Students listen.
* Remind students that a librarian/media specialist can be used as a resource throughout 12.3.1.

Explain to students that some of the purposes of annotating informational text for research differ slightly from the purposes of annotating a literary text. Remind students that when annotating informational texts for research they should look for:

* Key words and concepts
* Information that answers inquiry questions
* Initial impressions of the information
* Areas for possible further exploration
* Connections to other sources
* Students listen.

Explain that the same annotations used in previous modules are used in Module 12.3. Review the annotation codes from the previous modules:

* Box unfamiliar words.
* Star (\*) important or repeating ideas.
* Put a question mark (?) next to a section you are questioning or confused about, and write your question down.
* Use an exclamation point (!) for ideas that strike or surprise you in some way, and provide a brief note explaining the connection.
* Students listen.
* Remind students that in addition to using the codes, it is important that students mark the text with their thoughts as they relate to the codes.

Remind students of the following annotation specific to informational texts:

* Use numbers in the margin to indicate a sequence of points to trace the development of an argument.

Finally, introduce the following two annotation codes, which are also used for informational text:

* Add an arrow (🡪) to make connections between points.
* Underline areas that represent major points. If a passage is too long to underline, use vertical lines in the margin.
* Students listen.
* Consider displaying all annotation codes for students to see.

Display model source #1: “Empowering Women is Smart Economics” by Ana Revenga and Sudhir Shetty. Instruct students to read and annotate the first 9 paragraphs of this text excerpt (from “Not long ago women faced tremendous barriers” to “fewer women participate in formal politics, especially at higher levels”) with the specific inquiry question in mind: How can investment in human capital affect a developing nation's economy? Remind students to mark their thinking directly on the source, next to their coding.

* Student responses may include:
	+ Question mark beside “Women earn less and are less economically productive than men almost everywhere across the world” (par. 2). Why are women less productive? Does this statement connect to their higher risk of death?
	+ Underline the sentence “Greater gender equality can enhance economic productivity, improve development outcomes for the next generation, and make institutions and policies more representative” (par. 3), because this statement seems to be a major point in the article and aligns to the inquiry question regarding human capital and economic development.
	+ Star beside “Corrective policies will yield substantial development payoffs if they focus on persistent gender inequalities that matter most for welfare” (par. 4), because this is an important idea that relates back to earlier statements in paragraph 2 about the negative consequences of gender inequality, and it speaks to the importance of investing in human capital with “[c]orrective policies.”
	+ Underline the statement “To be effective, these measures must target the root causes of inequality without ignoring the domestic political economy” (par. 4), because this seems to be a major point that ties together the issues of gender equality and the economy. The statement also suggests that “measures” might mean investing in human capital since they are targeting “root causes of inequality.”
	+ Question mark beside “Since 1980, women have been living longer than men in all parts of the world. But across all developing countries, more women and girls still die at younger ages relative to men and boys, compared with rich countries” (par. 7). Why do women die younger in developing countries?
	+ A star beside the sentence “about 3.9 million girls and women under 60 are ‘missing’ each year in developing countries” (par. 7), because explaining that these girls and women are “missing” instead of dead is a powerful way to describe the potential human capital that is lost in their absence.
	+ A vertical line beside “Yet women everywhere tend to earn less than men (World Bank, 2011—especially Chapter 5). The reasons are varied. Women are more likely than men to work as unpaid family laborers or in the informal sector” (par. 8), because these sentences offer an example for why there is not gender equity in human capital development, which then affects economic development.
* **Differentiation Consideration:** Consider using another model source if this one does not fit student or class needs.

Lead a brief whole-class discussion of the annotation practice to confirm that students identified important details, recorded initial impressions, established connections, and identified other areas of research.

Activity 4: Taking Notes 35%

Explain to students that the next step in the research process is to use their annotations to identify pertinent details, quotes, and personal reactions to record in their notes. The notes students choose to record should represent the annotations that are the most relevant to their selected inquiry question, as well as their personal reactions, insights, and/or analysis about how a given source relates to the inquiry question or the overarching area of investigation. Consider explaining to students that the notes they transcribe may be direct quotes or paraphrased content from their sources, but their final argument-based research papers should include both quotes and paraphrases.

* Students listen.
* Students may print and annotate hardcopies of texts, or electronically annotate text using the comment feature in Microsoft Word or other programs that support electronic or online annotation.
* **Differentiation Consideration**: Consider providing students with brief descriptions of various note-taking methods (e.g., Cornell note-taking system, mapping, and/or outlining) to allow them to determine a system best suited to their research approach.

Inform students that regardless of the method they use to take notes, their notes should:

* Reflect their richest and most relevant annotations.
* Contain precise information about where an annotation is located within a source, including the number or title of the source and the page/paragraph number.
* Record details, ideas, or information that helps to answer the inquiry question.
* Record personal reactions and insights, as well as analysis about how a given source relates to the inquiry question or the overarching area of investigation.

Using the first annotation from the previous activity, briefly model the note-taking process by recording the title of the model source, the paragraph number where the annotation is found, information relevant to the inquiry question, and personal reactions/comments/analysis. Display or distribute the following model notes.

* “Empowering Women is Smart Economics” by Ana Revenga and Sudhir Shetty; paragraph 2; the fact that “[w]omen earn less and are less economically productive than men almost everywhere across the world” is surprising and makes me think how improvements to women’s productivity (i.e., investment in human capital) would inevitably impact developing nations’ economies in a positive way.
* Students follow along.

Using paragraphs 1–9 of their annotated model text, instruct students to record notes using the selected inquiry question: How can investment in human capital affect a developing nation’s economy? When finished, direct students to discuss their entries with another student (W.11-12.7).

* Students record notes before discussing with a peer.
* Student responses may include:
	+ “Empowering Women is Smart Economics” by Ana Revenga and Sudhir Shetty; paragraph 3; this article states that “Greater gender equality can enhance economic productivity, improve development outcomes for the next generation, and make institutions and policies more representative,” which directly responds to my inquiry question and supports the idea that a country’s prosperity is connected to gender equality, which is an aspect of human capital investment.
	+ “Empowering Women is Smart Economics” by Ana Revenga and Sudhir Shetty; paragraph 4; stating that “[c]orrective policies will yield substantial development payoffs if they focus on persistent gender inequalities that matter most for welfare” shows that gender equality is important not only for the improved lives of women, but for everyone.
	+ “Empowering Women is Smart Economics” by Ana Revenga and Sudhir Shetty; paragraph 4; the quote “To be effective, these measures must target the root causes of inequality without ignoring the domestic political economy” offers guidance about how to tackle gender inequality issues. What are the exact “measures” and what are the “root causes”? And how could addressing inequality “ignor[e] domestic political economy”?
	+ “Empowering Women is Smart Economics” by Ana Revenga and Sudhir Shetty; paragraph 7; “Since 1980, women have been living longer than men in all parts of the world. But across all developing countries, more women and girls still die at younger ages relative to men and boys, compared with rich countries” (par. 7). What do rich countries do differently than poor countries to keep females alive longer? And why are poor countries able to keep men alive at higher rates than women? The text explains that one reason for the higher death rate is the “HIV/AIDS pandemic” (par. 7), but what else is causing early deaths for women?
	+ “Empowering Women is Smart Economics” by Ana Revenga and Sudhir Shetty; paragraph 7; To say that 3.9 million women are “missing” instead of dead underscores their lost potential in terms of human capital and the economy.
	+ “Empowering Women is Smart Economics” by Ana Revenga and Sudhir Shetty; paragraph 8; “Yet women everywhere tend to earn less than men (World Bank, 2011—especially Chapter 5). The reasons are varied. Women are more likely than men to work as unpaid family laborers or in the informal sector.” This quote explains one factor related to gender inequality and leads to further exploration about the nature of women’s employment and how it could be improved, thus contributing to economic growth.

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write 10%

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

Select an annotation and relevant notes from your work in this lesson. Explain how the annotation/relevant notes address the specific inquiry question: How can investment in human capital affect a developing nation’s economy.

Remind students to use the relevant portions of 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 annotations and notes.
* 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 annotate and take notes for two more sources found in 12.3.1 Lesson 16. Instruct students to be prepared to discuss at least two notes that address a selected inquiry question.

* Advise students to obtain hard copies of at least two of their potential sources found in the homework from 12.3.1 Lesson 16 to use for their homework assignment.
* Consider instructing students to number their inquiry questions before beginning the annotation/ note-taking process. These numbers should then be recorded on students’ notes as a way to help them keep their inquiry questions organized for later use.
* Students follow along.

# Homework

Annotate and take notes for two more sources found in 12.3.1 Lesson 16. Be prepared to discuss at least two notes that address a selected inquiry question.