12.3.1 | Lesson 9

Introduction

In this lesson, students pause in their reading of *Guns, Germs, and Steel*, and begin to focus on specific aspects of an issue to craft areas of investigation. Students then engage in a pre-search activity to begin gathering sources for further research. This work develops students' proficiency for posing general and specific questions, finding relevant sources, navigating a wide pool of potential sources, and validating the depth of and their interest in their proposed issues. Students use the Pre-Search Tool to record relevant information about the sources they find, including the author's name, issue, source, location, publication date, and general content/key ideas. Student learning is assessed via a Quick Write at the end of the lesson: Identify at least two sources and briefly explain how each source is related to one of your potential areas of investigation.

For homework, students reflect on their research process completed during the lesson and complete a multimedia journal entry in response to the following prompt: Explain why the 2–3 areas of investigation you crafted interest you.

Also for homework, students read and annotate pages 439–446 of *Guns, Germs, and Steel*, boxing any unfamiliar words and looking up their definitions. Additionally, students continue with their pre-searches and come to the next lesson prepared to discuss one potential source they found.

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.
Addressed Standard(s)	
W. 11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
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 *grades 11-12 issues, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
L.11-12.4.c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Assessment

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.

- Identify at least two sources and briefly explain how each source is related to one of your potential areas of investigation.

- Student responses are assessed using the 12.3.1 Research Rubric and Checklist.

High Performance Response(s)

A High Performance Response should:

- Identify two sources (e.g., "Empowering Women is Smart Economics" by Ana Revenga and Sudhir Shetty; "Poverty Facts and Stats" by Anup Shah).

- Explain how each source is related to a potential area of investigation (e.g., The first article by Revenga and Shetty is related to the area of investigation of increasing wealth in developing nations because it describes how investment in human capital, or the investment in the skills and wellbeing of the workforce, can improve the economic prosperity of developing nations. Specifically, the article describes how important investments in women can improve the wealth of a developing nation. The second article by Anup Shah is also related to the area of investigation of increasing wealth in developing nations because it provides several statistics and facts about global poverty. These statistics and facts provide insight about the potential area of investigation because they illustrate factors that keep people in poverty and thus prevent nations from increasing their economic standing.).

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:	
• Standards: W.11-12.7, W.11-12.9.b, SL.11-12.1, SL.11-12.5, L. 11-12.4.c	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Areas of Investigation	3. 30%
4. Pre-Search Activity	4. 35%
5. Quick Write	5. 10%
6. Closing	6. 10%

Materials

•   Student copies of the 12.3 Common Core Learning Standards Tool (refer to 12.3.1 Lesson 3) (optional)

- Student copies of the Surfacing Issues Tool (refer to 12.3.1 Lesson 2) (optional)—students may need additional blank copies
- Copies of the Pre-Search Tool for each student (optional)
- Copies of the 12.3.1 Research Rubric and Checklist for each student

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.
	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 the assessed standard for this lesson: W.11-12.7. In this lesson, students begin to narrow their issues for future research by developing areas of investigation. Additionally, students engage in a pre-search activity to begin identifying potential sources for their research.

- Students look at the agenda.

- **Differentiation Consideration:** If students are using the 12.3 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

  Post or project standard W.11-12.7. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:

  o Conduct research for short and long projects.

- ○ Use research to answer a question or solve a problem.

- ○ Expand or limit the inquiry based on the project or the research issue.

- ○ Read and put together multiple sources on the subject, showing what students understand about the subject based on what they learned from the sources.

- **Differentiation Consideration:** Consider providing students with the following definitions: *sustained* means "kept up or continued, as an action or process," *self-generated* means "made without the aid of an external agent; produced spontaneously," and *inquiry* means "the act of seeking information by questioning."

Ask students to consider the meaning of *inquiry* in the context of the standard.

- Students responses may include:

  - ○ The standard is about conducting research, which means looking for information.

  - ○ The verb is "to inquire," which means to look for information.

Explain that the research process taught in 12.3.1 is based on *inquiry* and that questioning plays a vital role in exploring a specific area of investigation.

- **Differentiation Consideration:** Consider providing students with the following definition: *synthesize* means "to combine into a single unit or unified entity or thing." Explain to students that after plenty of research, they draw conclusions or *synthesize* the research to make claims about the area of investigation. However, this action happens near the end of 12.3.1, after significant research and analysis has been conducted.

- Consider pointing out that the prefix *syn-* means "with" or "together."

- **Differentiation Consideration:** If students are using the 12.3 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standard SL.11-12.5. Instruct students to talk in pairs about what they think the standards means. Lead a brief discussion about the standard.

- Student responses should include:
  - ○ Use different kinds of digital media in presentations.
  - ○ Use media to make presentations clear and engaging.

- Students will work with SL.11-12.5 throughout the module when recording entries for their multimedia journals.

Activity 2: Homework Accountability   10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Select a previously analyzed excerpt, identify at least two of Diamond's supporting claims, and analyze how he uses evidence and reasoning to support the claims.) Instruct students to form pairs to discuss their responses.

- Student responses may include:

  ○ Diamond claims that "[o]nce an inventor has discovered a use for a new technology, the next step is to persuade society to adopt it" (p. 237). He supports this claim by "comparing the acceptability of different inventions within the same society" (p. 237) to demonstrate that a society must be persuaded to adopt new technology and that "a bigger, faster, more powerful device … is no guarantee of ready acceptance" (p. 237). Diamond presents the evidence of the wheel used for transport, which would appear to be a useful technology any society would adopt; however, he presents contrary evidence about native Mexicans who "invented wheeled vehicles with axles for use as toys, but not for transport" (p. 237). He reasons that "wheeled vehicles … offered no advantage over human porters" and therefore native Mexicans would have needed to be persuaded to adopt wheels for transport.

  ○ Diamond claims that "[o]n any continent, at any given time, there are innovative societies and also conservative ones" (p. 243). The evidence provided describes differences in the innovative outlook between the Daribi and Chimbus societies within the "highlands of eastern New Guinea" (p. 241). The Chimbu were "especially aggressive in adopting Western technology" (p. 241), while the Daribi were "especially conservative (pp. 241–242), despite living in nearly the same region. He reasons based on these and other examples that "over a large enough area … at any particular time, some proportion of societies is likely to be innovative" (p. 243).

Activity 3: Areas of Investigation   30%

Explain to students that in this lesson they develop 3–4 areas of investigation within issues surfaced in *Guns, Germs, and Steel*. Remind students that they have explored many issues, generated inquiry questions for these issues, and inform them that they will craft areas of investigation for research. Explain that while earlier research discussions produced many issues, in this lesson students will narrow their investigations by focusing on specific aspects of an issue, known as "areas of investigation."

- Students listen.

Explain to students that within any given issue, there are a variety of research directions to pursue. These various directions, or areas of investigation, represent options for research that students should evaluate in order to identify the research direction that might be most interesting or compelling to pursue.

Instruct students that the first step in this process is to identify three surfaced issues that appeal to them. Instruct students to independently review the various issues they have surfaced throughout their analysis of *Guns, Germs, and Steel* and select the 3 issues they feel are the most interesting or compelling in regard to possible research issues.

- **Differentiation Consideration**: If students have been using the Surfacing Issues Tool to record issues throughout the unit, remind them to refer to the tool for this activity.

Once students have selected their top 3 issues, instruct students to form pairs and briefly discuss their selections. Remind students to individually record notes from their discussion to develop independently their own potential areas of investigation. Details from the discussion, such as a description of the issue that interests them, why they are interested in this issue, and the question(s) they may have about the issue, allow students to refine and focus their ideas for subsequent research.

- Students review the issues they surfaced throughout 12.3.1 and select 3 for discussion.

- Student responses may include:

  o Global wealth and power distribution (p. 15)

  o Patent law (pp. 233–234, p. 239)

  o Diffusion (p. 244)

Inform students that now that they have selected three issues they begin crafting possible areas of investigation for each selected issue. Post or project the following information and model how to craft an area of investigation from a selected issue:

- **Selected issue**: Global wealth and power distribution
- **An area within this issue that may be of interest is**: Specific ways for an economically disadvantaged country to increase its economic standing
- **An explanation of why this area may be interesting:** Through the reading and analysis of *Guns Germs, and Steel*, I have learned about the historical and modern-day inequities

regarding wealth and power distribution. Even though Diamond gives reasons for why these inequities exist, he never suggests solutions.

- **Questions that may exist regarding this area are:** I want to know how disparities can be made more equal. What factors within a specific country are preventing its economic growth? What methods are most effective in improving a nation's economic standing? Is there an ideal process that economically disadvantaged countries can follow to assist them in their growth?
- **Area of investigation phrased as a question:** What steps can a disadvantaged country take to increase its economic standing?
- **Express your potential area of investigation as a statement or phrase**: Increasing wealth in developing nations

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Instruct students to consider their own research issues and brainstorm several areas of investigation, using the following questions to guide exploration of their areas of investigation.

What is your research issue?

In a few words, describe an area within the issue that you would like to know more about.

Explain why you are interested in this area of the issue.

Express your potential area of investigation as a question.

Express your potential area of investigation as a statement or phrase.

- Students independently brainstorm several areas of investigation.
- Consider posting or projecting the guiding questions to support students in their exploration of their areas of investigation.

Instruct students to form small groups and discuss their brainstormed areas of investigation. As a group, students should work together to narrow down their lists into 2–3 areas of investigation for their selected issues. Remind students to take notes individually during the conversation. Explain to students that after the group discussion, they select 2–3 areas of investigation to explore independently.

- Students form small groups and craft areas of investigation using the area of investigation process previously introduced.

- Consider reminding students of their previous work with SL.11-12.1, which requires students to initiate and participate effectively in a range of collaborative discussions.

Transition students from their groups and instruct them to work independently, using the same process and their discussion notes to individually craft a final version of 2–3 areas of investigation.

- Student responses may include:

  ○ **What is your research issue?** Patent law

  ○ **In a few words, describe an area within the issue that you would like to know more about:** I want to know what laws protect inventions and inventors and whether these laws are effective at stimulating innovation.

  ○ **Explain why you are interested in this area of the issue**: Diamond states that technology and innovation may be the most important factors in the economic prosperity of a nation. I have learned through research that patent law is one small piece of the bigger idea of intellectual property law. This issue of intellectual property law is interesting and important because innovation is one of the key factors in the economic success of a nation, and property law may provide incentives for innovation.

  ○ **Express your potential area of investigation as a question**: Which intellectual property laws positively affect innovation?

  ○ **Express your potential area of investigation as a statement or phrase:** Intellectual property laws and innovation

- Students will vet their areas of investigation in 12.3.1 Lesson 14 before selecting one area of investigation to research in-depth.

Lead a brief whole-class discussion of student responses.

Activity 4: Pre-Search Activity   35%

Instruct students to select one area of investigation to guide their preliminary research. Inform students that the goal of this lesson's pre-search is to ensure that there is enough source material to allow for more in-depth research and to ensure there are multiple perspectives for research. Explain that effective pre-searches work to refine an area of

investigation before more detailed research begins. Finally, instruct students to use this pre-search to confirm their interest in the area of investigation.

- Students listen.

Instruct students to consider why they are curious about this particular area of investigation, and how their area of research may connect to the original issue. Explain to students that when conducting research, one must ask questions. The pre-search begins with one question that eventually leads to additional questions.

- Students listen.

Inform students that the pre-search activity ensures that the different sources display multiple perspectives on the area of investigation. Explain that *perspective* means how someone understands an issue, which includes his or her relationship to and analysis of the issue. For example, Diamond's perspective influences how he searches for the answer to Yali's question. Although he generally uses a neutral, objective tone, his perspective on the issues of inequality, natural intelligence, and innovation are different from those of other experts he cites in his research. Like Diamond's, an author's perspective is not always explicitly stated in the text, but rather, it is implied. Diamond would like societies to be more equal; he wants to understand why barriers to prosperity exist in different societies and explore answers that do not rely on biological or inaccurate explanations. Inform students that other argument texts—like those students may find during their pre-searches—may include perspectives that are more explicit.

- Students listen.
- Students may need more clarification around *perspective*. If necessary, allow time for students to ask questions to clarify their understanding.

Instruct students to consider an author's perspective while pre-searching. Students should ask themselves: What do I know about the author? What do I know about the publication? What does the author explicitly say in the text? Can I infer a perspective based on the author's tone, language, and approach?

- Students listen.
- Consider posting the questions about the author's perspective to support students as they pre-search.

Instruct students to begin independently searching for sources using the resources available to them (the Internet, library, librarian/media specialist, etc.). At this point, the goal is to confirm that there is enough available information on the area of investigation to warrant

further research; therefore, students should not read closely or annotate the sources they find; they should only record the title, location (e.g., website URL), author, and general notes about the source in a notebook. Students should read enough of the potential source to confirm that it is relevant. Instruct students to record basic information about the sources they identify, including the title, author, and location of the document and write a brief summary of how the article relates to their area of investigation.

- **Differentiation Consideration:** Consider distributing the Pre-Search Tool and instructing students to use the Pre-Search Tool to record general information about the sources they find, including title, location, author's name, and how the source relates to the issue.

- Consider coordinating with the school's librarian/media specialist in advance to ensure computer access and support for students throughout the inquiry process. Encourage students to discuss their pre-searches with a librarian/media specialist. Explain to students that the librarian/media specialist has a broad knowledge of media resources and can help students locate an array of resources appropriate for their research.

As they search and scan potential sources, students should consider the following questions:

- Do these sources point your research into a different area?
- After reading through several potential sources, how could you refine your inquiry question or statement/phrase to sharpen your research?
- Do any of these sources make you curious about a related issue?

    - Students conduct their pre-searches.

- Consider using available school resources to model a search for sources about increasing wealth in developing nations.

- **Differentiation Consideration:** If students would benefit from collaboration, consider organizing students by issue into small groups of 2–4. Students may work alongside one another and share with the group the sources they find individually. This model may help students to articulate general information about the source as they explain it to the rest of the group.

Activity 5: Quick Write   10%

Distribute the 12.3.1 Research Rubric and Checklist and instruct students to examine it. Explain to students that this rubric will be used to assess their research skills as they progress throughout the rest of 12.3.1.

    - Students examine the 12.3.1 Research Rubric and Checklist.

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

Identify at least two sources and briefly explain how each source is related to one of your potential areas of investigation.

Remind students to use the relevant portions of 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 pre-searches.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing   10%

Explain to students that throughout this unit they will periodically capture their research process and findings in a multimedia journal. For homework in several lessons, students are given journal prompts to answer using a video or audio medium. Instruct students to spend only 5–10 minutes recording themselves for each journal homework assignment. Explain to students that for the Performance Assessment at the end of Module 12.3, they edit and revise their multimedia journals in order to craft a single narrative presentation of their research process and findings for a diverse audience of adults and peers.

- Students may use audio or video recording software to record their multimedia journals. Students who have smartphones, laptops, or tablets will likely have video recording software built in. However, remind students that they must use technology that allows them to edit their audio or video, since they will have to edit their journals in the Performance Assessment. Consider providing the following links to support students in the recording of their multimedia journals: http://www.howtogeek.com/ (search terms: Audio Editing: The Basics), http://mac.appstorm.net/ (search terms: Podcast, GarageBand), and http://www.intel.com/ (search terms: Streaming audio, Podcast, PC).

- Consider instructing students to write down on an exit slip whether they will record an audio or video journal. Ask them to include the technology they plan to use, to help determine the type of support students will need.

- Remind students to save their multimedia journals in a secure place. Encourage students to upload their multimedia journals to a cloud storage space, such as Dropbox or Google Drive.

- If students do not have access to multimedia technology, instruct students to record written responses to the journal prompts.
- For additional support, encourage students to consult with school media or technology specialists.
- **Differentiation Consideration**: Consider encouraging students to work in pairs to help each other record their multimedia journal entries.

Display and distribute the homework assignment. For homework, instruct students to reflect on the research process completed during this lesson and complete a multimedia journal entry in response to the following prompt:

Explain why the 2-3 areas of investigation you crafted interest you.

Additionally, instruct students to read and annotate pages 439–446 of *Guns, Germs, and Steel* (from "The third recent extension of *GGS*'s message" to "a ripe area for study in the modern world") (W.11-12.9.b). Direct students to box any unfamiliar words and look up their definitions. Instruct students to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text (L.11-12.4.c).

Additionally, instruct students to continue their pre-searches and come to the next lesson prepared to discuss one potential source they found.

- Students follow along.

Homework

Reflect on your research process completed during this lesson and complete a multimedia journal entry in response to the following prompt:

Explain why the 2-3 areas of investigation you crafted interest you.

Additionally, read and annotate pages 439–446 of *Guns, Germs, and Steel* (from "The third recent extension of *GGS*'s message" to "a ripe area for study in the modern world"). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

Also, continue your pre-searches and come to the next lesson prepared to discuss one potential source you found.

Pre-Search Tool

Name:		Class:		Date:	

Directions: Use this tool to record general information about the sources you find and their relevance to your potential area of investigation.	
Source notes	**How does this source connect to your potential area of investigation?**
Source #1 Title: Location: Author:	
Source #2 Title: Location: Author:	
Source #3 Title: Location: Author:	

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Is there enough source information to research this potential area of investigation?

Model Pre-Search Tool

Name:		Class:		Date:	

Directions: Use this tool to record general information about the sources you find and their relevance to your potential area of investigation.	
Source notes	**How does this source connect to your potential area of investigation?**
Source #1 Title: Empowering Women is Smart Economics Location: http://www.imf.org/external/pubs/ft/fandd/2012/03/revenga.htm Author: Ana Revenga and Sudhir Shetty	This article describes how investment in human capital (the labor force), specifically women, can increase wealth in developing nations.
Source #2 Title: Poverty Facts and Stats Location: http://www.globalissues.org/article/26/poverty-facts-and-stats Author: Anup Shah	This article shares many facts and statistics about poverty in developing nations and can be used to investigate specific factors that contribute to poverty.
Source #3 Title: Evidence for Action: Gender Equality and Economic Growth Location: http://www.chathamhouse.org/ (search terms: Evidence for Action) Author: John Ward, Bernice Lee, Simon Baptist, and Helen Jackson	This report explains how investment in human capital and technology can increase wealth in developing nations.

Is there enough source information to research this potential area of investigation?

There is enough source information to research this potential area of investigation because I have located at least 10 different possible sources that include a range of perspectives on the issue.

12.3.1 Research Rubric

_____ / _____ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis **The extent to which the response demonstrates completion of short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.** **CCSS.ELA-Literacy.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.	Skillfully demonstrate completion of short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; skillfully narrow or broaden the inquiry when appropriate; skillfully synthesize multiple sources on the subject, consistently demonstrating thorough understanding of the subject under investigation.	Demonstrate completion of 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.	Somewhat effectively demonstrate completion of short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; somewhat effectively narrow or broaden the inquiry when appropriate; somewhat effectively synthesize multiple sources on the subject, inconsistently demonstrating understanding of the subject under investigation.	Ineffectively demonstrate completion of short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; ineffectively narrow or broaden the inquiry when appropriate; ineffectively synthesize or fail to synthesize multiple sources on the subject, rarely demonstrating understanding of the subject under investigation.

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Command of Evidence and Reasoning **The extent to which the response demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; selective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.** **CCSS.ELA-Literacy.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	Skillfully demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; thorough assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; skillful and selective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and consistently following a standard format for citation.	Demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; skillful and selective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Somewhat effectively demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches; partial assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; somewhat effective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and inconsistently following a standard format for citation.	Ineffectively demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; insufficient assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; ineffective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and rarely following a standard format for citation.

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Command of Evidence and Reasoning **The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research.** **CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	Skillfully use textual evidence from literary or informational texts to support analysis, reflection, or research.	Accurately use textual evidence from literary or informational texts to support analysis, reflection, or research.	Somewhat effectively or with partial accuracy use textual evidence from literary or informational texts to support analysis, reflection, or research.	Ineffectively or inaccurately use textual evidence from literary or informational texts to support analysis, reflection, or research.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

12.3.1 Research Checklist

Assessed Standards: _____

	Does my response...	✔
Content and Analysis	Demonstrate completion of short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem? **(W.11-12.W.7)**	☐
	Narrow or broaden the inquiry of the research project when appropriate? **(W.11-12.W.7)**	☐
	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation? **(W.11-12.W.7)**	☐
Command of Evidence and Reasoning	Demonstrate the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively? **(W.11-12.W.8)**	☐
	Assess the strengths and limitations of each source in terms of the task, purpose, and audience? **(W. 11-12.W.8)**	☐
	Integrate information into the response selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation? **(W.11-12.W.8)**	☐
	Use textual evidence from literary or informational texts to support analysis, reflection, and research? **(W.11-12.W.9)**	☐