

PART 4

FINALIZING INQUIRY

OBJECTIVE:

Students analyze and evaluate their material with respect to their Inquiry Questions and refine their inquiry. By the end of Part 4, students will have an analyzed body of research addressing their Inquiry Questions from which to develop and communicate an evidence-based perspective on the Area of Investigation.

ACTIVITIES

1- ADDRESSING AN INQUIRY QUESTION

The class chooses an Inquiry Question. Students review their notes and analysis and discuss how they address that Inquiry Question.

2- ORGANIZING EVIDENCE

Students organize their notes and EBCs, establishing connections to address each of their Inquiry Questions.

3- EVALUATING RESEARCH

Students review and discuss their Inquiry Questions and researched materials to determine relevance, coherence, and sufficiency.

4- REFINING INQUIRY

Students refine their scope of inquiry based on the research evaluation.

MATERIALS:

Forming EBC
Organizing EBC
Synthesizing EBC
Connecting Ideas Handout
Research Evaluation Checklist
Research Criteria Matrix

ALIGNMENT TO CCSS

TARGETED STANDARD(S):

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.9: Compare and contrast one author's presentation of events with that of another.

RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SUPPORTING STANDARD(S):

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.6.2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **RI.6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

ACTIVITY 1: ADDRESSING AN INQUIRY QUESTION

The class chooses an Inquiry Question. Students review their notes and analysis and discuss how they address that Inquiry Question.

ORGANIZING EBC TOOL

The **ORGANIZING EVIDENCE-BASED CLAIMS** tool has been introduced in the Making Evidence-Based Claims unit. It helps students organize results of their findings, including their personal claims and the key ideas and information they have identified in the sources, into a more general claim that synthesizes their findings. Using one or more ORGANIZING EBC tools, students will be able to organize the necessary information to help them in the process of writing synthesizing claims for their Inquiry Questions.

INSTRUCTIONAL NOTES

- Have students pick one of their Inquiry Questions.
- Students should review all their notes, annotated sources, and Forming EBC tools looking for information addressing this Inquiry Question, and mark them (with a particular color or other code).
- Then, using an Organizing EBC tool to organize the most relevant information, they develop a Synthesizing EBC Tool that addresses that question. The EBC Criteria Checklist can be used for support.
- Alternatively, students can also use a Forming EBC tool to build multi-source claims .
- Based on their Organizing EBC or Forming EBC tool, students develop an appropriate claim that addresses their Inquiry Question into a written paragraph.
- The paragraph should state and explain the claim, and incorporate evidence through direct quote and paraphrase to support it.
- Proper transitional phrases and citations should be included. Connecting Ideas can be used for support.
- Students write their claims in the Synthesizing EBC tool.

ACTIVITY 2: ORGANIZING EVIDENCE

Students organize their notes and EBCs, establishing connections to address each of their Inquiry Questions.

INSTRUCTIONAL NOTES

- Once students have had the experience of organizing and writing evidence-based claims to address an Inquiry Question, they should review and organize their research to address all the others.
- Have students develop Organizing EBC tools to address each of their Inquiry Questions.
- Students can do this activity independently, in pairs, or can be broken up into small groups that each focus on a different Inquiry Question and then report back to the class.
- Depending on organization of evidence, students may develop multiple claims to address some of their Inquiry Questions.

Emphasis here is on forming claims and organizing evidence; it is not necessary for them to write out paragraphs for each one.

ORGANIZING THE RESEARCH PORTFOLIO

- Instruct students to store all their Organizing EBC and Synthesizing EBC tools in SECTION 3 of their Research Portfolios: Drawing Conclusions.



ACTIVITY 3: EVALUATING RESEARCH

Students review and discuss their Inquiry Questions and researched materials to determine relevance, coherence, and sufficiency.

RESEARCH EVALUATION CHECKLIST

The **RESEARCH EVALUATION CHECKLIST** helps teachers and students evaluate their research. The checklist articulates specific criteria to use as a basis for evaluation and conversation throughout the inquiry process.

INSTRUCTIONAL NOTES

Review of research is an essential step in completing a successful research cycle.

- Have students prepare for class by organizing their Research Portfolios and reviewing their claims addressing each Inquiry Question.
- Lead a class discussion to determine relevance, coherence, and sufficiency of the researched materials. Use the Research Evaluation Checklist to evaluate the material and the following questions to guide the discussion:
 - ◇ What have you learned about the Area of Investigation?
 - ◇ What was interesting to you?
 - ◇ What new information does the class need to find to more fully address the Inquiry Questions?
 - ◇ Why new Inquiry Questions should be explored based on the researched information?
 - ◇ What was not clear to you?
 - ◇ What more would you like to know about the area of investigation?
 - ◇ Do you have other comments or suggestions that you think would help improve this work?



ACTIVITY 4: REFINING INQUIRY

Students refine their scope of inquiry based on the research evaluation.

INSTRUCTIONAL NOTES

Based on the Research Evaluation, students identify how they can refine their scope of inquiry.

REVISING INQUIRY QUESTIONS

- In small groups or independently, they revise at least one of their questions or develop at least one new Inquiry Question to address the identified gaps in information or perspectives, and to verify or replace information deemed untrustworthy.
- Students submit revised Inquiry Questions for the teacher to review.



ACTIVITY 4: REFINING INQUIRY (CONT'D)

INSTRUCTIONAL NOTES

FINDING ADDITIONAL INFORMATION

- Using approaches and materials outlined in Parts 2 and 3, students go back to the common texts to find and analyze new information to address their revised Inquiry Questions. This work should be filed in SECTION 2 of the Research Portfolio.
- Students revise EBCs that were deemed unsupported and develop new ones that address additional Inquiry Questions. This work should be filed in SECTION 3 of the Research Portfolio.
- In the process, students may also identify whether more source material is needed. Explain to students that the scope of this research project does not include searching for additional sources, but that researchers should be able to determine when more information is needed. Teacher should find additional sources if necessary to address new Inquiry Questions.



ASSESSMENT OPPORTUNITIES

In this part of the unit students will have produced:

- ◇ Forming EBC tools
- ◇ Annotated common texts
- ◇ Written Evidence-Based Claims
- ◇ Organizing EBC tools
- ◇ Revised Inquiry Questions
- ◇ Taking Notes tools

Evaluate these products, as well as their participation and discussion using the Research Criteria Matrix.

For Part 4, examine student products and performance for ability in the following criteria:

- Posing Inquiry Questions
- Monitoring and evaluating progress
- Assessing sources for credibility and relevance
- Assessing/comparing perspectives and bias
- Paraphrasing, quoting and referencing sources
- Annotating texts and noting connections and observations
- Reorganizing information based on deepening understanding
- Analyzing sources for inquiry purposes
- Evaluating sources for evidence, claims, and arguments
- Identifying fallacious or unsupported reasoning
- Demonstrating understanding
- Supporting claims
- Collaborating and responding to feedback
- Refocusing inquiry.