

## PART 4

# FINALIZING INQUIRY

### OBJECTIVE:

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



## ACTIVITIES

### 1- ADDRESSING INQUIRY PATHS

Students review their notes and analysis across the sources to address one of their Inquiry Paths.

### 2- ORGANIZING EVIDENCE

Students review and organize their research and analysis, establishing connections to address all the Inquiry Paths of their Research Frame.

### 3- EVALUATING RESEARCH

Students review and discuss their Research Frames and researched materials to determine relevance, coherence, and sufficiency.

### 4- REFINING AND EXTENDING INQUIRY

Students refine and extend their scope of inquiry based on teacher and peer feedback.

### MATERIALS:

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



## ALIGNMENT TO CCSS

### TARGETED STANDARD(S):

**W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **W.11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.11-12.8:** 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. **W.11-12.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **RI.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

**RI (Anchor):** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **RI.11-12.10:** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

### SUPPORTING STANDARD(S):

**W.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **RI.11-12.1:** 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. **RI.11-12.2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **RI.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **RI.11-12.6:** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **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 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



## ACTIVITY 1: ADDRESSING INQUIRY PATHS

Students review their notes and analysis across the sources to address one of their Inquiry Paths.

### 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 Paths.

### INSTRUCTIONAL NOTES

At this point, students will have analyzed several key sources, and then used evidence from those sources to develop and write various types of claims to answer Inquiry Questions. They now should begin to review their notes and analysis across the sources to address the Inquiry Paths that have framed their research. Teachers may choose to model this process for the class.

- Have students pick one of their Inquiry Paths.
- Students should compile all their notes, annotated sources, and Forming EBC tools that have been coded to that Inquiry Path.
- Then, using an Organizing EBC tool to organize the most relevant information, they develop a synthesizing EBC that addresses that Inquiry Path. The EBC Criteria Checklist can be used for support.

To tie multi-source analysis around Inquiry Paths more tightly to the close reading process, students can 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 one of their Inquiry Paths 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.

- Students write their claims in the Synthesizing EBC tool.
- At the end of the activity, they file their material in SECTION 3 of the Research Portfolios: Drawing Conclusions.



## ACTIVITY 2: ORGANIZING EVIDENCE

Students review and organize their research and analysis, establishing connections to address all the Inquiry Paths of their Research Frame.

### INSTRUCTIONAL NOTES

- Once students have had the experience of organizing and writing evidence-based claims to address an Inquiry Path, they should review and organize their research to address the others.
- Have students develop Organizing EBC tools to address each of their Inquiry Paths.
- Depending on organization of evidence, students may develop multiple claims to address some of their Inquiry Paths.

Emphasis here is on forming claims and organizing evidence; it is not necessary for them to write out paragraphs for each one. Remind students to file all their work in SECTION 3 of their Portfolios.



## ACTIVITY 3: EVALUATING RESEARCH

Students review and discuss their Research Frames and researched materials to determine relevance, coherence, and sufficiency.

### RESEARCH EVALUATION TOOL

The **RESEARCH EVALUATION** tool guides students in a process for evaluating their research. The tool consists of three parts to structure collaboration with teachers and peers to determine whether findings are credible, relevant and sufficient. The first part, the Research Evaluation Checklist, is used by teachers in teacher-student conferences. The second part, the Peer Evaluation of Research, presents a protocol for peer reviews. The third part, Revising Research, is used by students to respond to feedback from their teachers and peers. Based on this structured process, students consider alternative approaches to their investigation, which may result in the modification of their Inquiry Paths and the revision of their Research Frames.

### INSTRUCTIONAL NOTES

Peer and teacher reviews of research are an essential step in completing a successful research cycle. Students should have opportunity to present their findings for evaluation and respond to feedback by re-directing and extending their research. Teachers can structure this process through a simultaneous series of teacher-student conferences and peer group discussions.

- Schedule in-class teacher-student conferences for each student.
- Simultaneously, while individual students meet with you, have the other students form groups of three to conduct peer reviews. This two-part process allows students to build presentation and peer review skills and gain multiple perspectives on their research, while assuring a deep evaluation of the research by the teacher.
- Have students prepare for class by organizing their Research Portfolios and reviewing their claims addressing each Inquiry Path.
- Break students into groups of three, each taking turns presenting while the other two review and provide feedback.
- Instruct students to use the questioning protocol in Part 2 of the Research Evaluation Tool: Peer Evaluation of Research to guide their discussion and assessment.
- Peer reviewers use the protocol and tool to evaluate the presenter's research, rotating roles.
- While peer groups are discussing, meet with each student to evaluate their research yourself, using Part 1 of the Research Evaluation Tool: Research Evaluation Checklist.
- Students complete Part 3: Revising Research to plan for responding to peer and teacher feedback.
- The Research Evaluation should be kept in SECTION 3 of the Research Portfolio: Drawing Conclusions.

## ≡ ACTIVITY 4: REFINING AND EXTENDING INQUIRY

Students refine and extend their scope of inquiry based on teacher and peer feedback.

### INSTRUCTIONAL NOTES

Based on teacher and peer feedback, students identify how they will refine their scope of inquiry. Responding to feedback will include a combination of the following three activities:

**Refining Investigation:** Students refine and extend their Research Frames.

**Extending Research:** Students search for additional sources based on their revised Research Frames.

**Reading and Analyzing New Sources:** Students read new sources closely to develop relevant evidence-based claims.

#### REFINING INVESTIGATION

- Based on their teacher and peer review discussions, students reconsider the scope of their initial Research Frame.
- Students use the Research Evaluation Tool to help structure their revised Research Frame.
- Students may need to pose new questions within existing paths or add a new Inquiry Path. They may need to reorganize questions in their existing Inquiry Paths.
- Students submit a revised Research Frame that addresses peer feedback for the teacher to review.

#### EXTENDING RESEARCH

- Feedback may have pointed out gaps in information or perspectives. Information deemed untrustworthy as well.
- Students return to their sources and search for new ones to address these gaps.

#### READING AND ANALYZING NEW SOURCES

- Using approaches and materials outlined in Parts 2 and 3, students find and analyze new sources to address their revised Research Frame.
- Students revise EBCs that were deemed unsupported and develop new ones that address additional Inquiry Paths.

#### ORGANIZING THE RESEARCH PORTFOLIO

- Instruct students to store all their notes and tools in SECTION 2 of their Research Portfolios: Gathering and Analyzing Information.



# ASSESSMENT OPPORTUNITIES

In this part of the unit students will have produced:

- ◇ Forming EBC tools
- ◇ Annotated common texts
- ◇ Annotated sources
- ◇ Written Evidence-Based Claims
- ◇ Organizing EBC tools
- ◇ Revised Research Frame
- ◇ Potential Sources tools
- ◇ 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
- Framing Inquiry Paths
- Monitoring and evaluating progress
- Assessing sources for credibility and relevance
- Assessing/comparing perspectives and bias
- Redirecting searches
- Paraphrasing, quoting and referencing sources
- Organizing researched information
- Annotating sources 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
- Integrating information across sources
- Demonstrating understanding
- Supporting claims
- Collaborating and responding to feedback
- Refocusing inquiry
- Student performance in the peer review discussion can be evaluated using the · Text-Centered Discussion Checklist