

<b>Lesson 5: Conduct Research (Multiple 45-60 minute blocks)</b>	
Objectives	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Determine the credibility of sources to select relevant and trustworthy articles on their topic.</li> <li>• Identify relevant evidence from online, credible sources to explain how it supports a claim or counterclaim.</li> </ul>
Materials	<p>One World Journal, pg. 22-26            Board or chart paper and markers            Projector or SMART board</p>
Central Questions	<ul style="list-style-type: none"> <li>• How do I collect the best evidence to support my claim or counterclaim?</li> <li>• How do I identify the best evidence in a source?</li> <li>• How do I explain how the evidence connects to my claim?</li> </ul>
Do Now	<p><b>Note:</b> The number of blocks required for research will vary based on a number of factors. You have flexibility to limit or expand the amount of time spent researching based on student needs and the parameters of your class timeline.</p> <ol style="list-style-type: none"> <li>1. Before each research session, direct students to review their questions and Research Log and set two or three goals using the following prompts:           <ul style="list-style-type: none"> <li>• <i>What research question will I focus on today?</i></li> <li>• <i>What kind of source am I going to look for today?</i></li> <li>• <i>Do I have any incomplete tasks?</i></li> <li>• <i>What do I need help with?</i></li> </ul> </li> <li>2. Based on student responses, you may choose to group students by topic or needed support.</li> </ol>
Lesson	<p><b>Note:</b> It is helpful to establish clear criteria for the number of sources you will require. Provide a range so that students can track if they are on target.</p> <p><b>Exercise 1: Research Log</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Briefly review characteristics of credible sources, referencing the anchor chart.</li> <li>2. Model the Research Log, OWJ, pg. 22, with a think aloud.</li> <li>3. Direct students to the One World Education Research Portal, list of pre-approved websites, or hard copies of articles. Allow students to choose an article to read and direct them to fill out the Research Log for Source 1. Circulate and provide support.</li> <li>4. Encourage students to share their findings with a partner. Make sure to provide students with feedback before they move on to Source 2.</li> <li>5. Students repeat the process until they have found sufficient evidence and have met the required number of sources.</li> </ol> <p><b>Assessment:</b> “Research Log,” OWJ, pg. 22-26.</p>

<b>Differentiation</b>	
Extend	<ul style="list-style-type: none"> <li>• Increase the required number of sources.</li> <li>• Encourage students to find credible sources independently using Google Scholar.</li> </ul>
Language Development	<ul style="list-style-type: none"> <li>• Provide a list of suggested credible sources.</li> <li>• Group students working on the same topic to conduct research together.</li> <li>• Pre-select a variety of articles and provide students with hard copies and guiding questions.</li> </ul>

<b>Lesson Reflection</b>	
What worked well	What to change for next time