

Stage: Research	
Research	
Day 1	Evidence, Analysis, & Reasoning
Day 2+	Conducting Research

Day 1	Evidence, Analysis, & Reasoning
Common Core Standards	RI.7-8.1,2,4 W.7-8.1,4,5,7-9 SL.7-8.1,3,4 L.7-8.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> Evaluate the strength of evidence based on the credibility of the source and its relevance to a claim
Lesson Resources	Student Journal: <ul style="list-style-type: none"> Page 30-31 Digital Resources (available on One World website): <ul style="list-style-type: none"> Google Slides presentation
Do Now	Jot-Pair-Share: Where do you get news from? Why do you trust those sources?
Lesson Introduction	<ul style="list-style-type: none"> Review class agenda Today students will prepare for more in-depth research by analyzing the strengths and weaknesses of several pieces of evidence.
Direct Instruction	<ul style="list-style-type: none"> Have students turn to pg. 30 and read “What is Evidence?” Tell students that when they are selecting evidence they should ask themselves the following questions: <ul style="list-style-type: none"> <i>What is the source? Do you trust it?</i> <i>What type of evidence is it?</i> <i>Does the evidence support the claim (problem or solution) or a counterclaim?</i> <i>Why do you think this evidence is important?</i> Read the claim and evidence #1 on pg. 30. Model thinking aloud answers to the questions.
Guided Practice	<ul style="list-style-type: none"> Direct students to read evidence #2 on pg. 30. Think-Pair-Share: <ul style="list-style-type: none"> <i>What is the source? Do you trust it?</i> <i>What type of evidence is it?</i> <i>Does the evidence support the claim (problem or solution) or a counterclaim?</i> <i>Why do you think this evidence is important?</i> Students should note the following: <ul style="list-style-type: none"> There is no source referenced It contains data (\$12 million...) It is negative about the cost of body cameras, so it supports a counterclaim

Independent Practice	<ul style="list-style-type: none"> • Students continue the questioning process with evidence #3 and #4. • Students answer the Reflection Questions in ‘Using Evidence Reflection’ on page 31.
Exit Ticket	Think-Pair-Share: Why is it important to get evidence from trustworthy sources?
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Check out the resources and activities available on the News Literacy Project website for additional practice
Extension	<ul style="list-style-type: none"> • Have students crowdsource a list of reliable websites to use as a class reference
Student Support Tips	<ul style="list-style-type: none"> • Provide an annotated example of a credible and not credible source for students to reference.

Day 2+	Conducting Research
Common Core Standards	RI.7-8.1,2,4 W.7-8.1,4,5,7-9 SL.7-8.1,3,4 L.7-8.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Identify relevant evidence that supports a claim and/or counterclaim • Analyze evidence for how it supports an element of their argument • Monitor the progress of their research and understanding of their topic by answering reflection questions
Lesson Resources	Student Journal: <ul style="list-style-type: none"> • Pages 32-35 Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation
Do Now	Brain Dump: What do you already know about your topic?
Lesson Introduction	<ul style="list-style-type: none"> • Review class agenda
Direct Instruction	<ul style="list-style-type: none"> • Tell students that they are going to start their independent research today. Set the expectations about research - how many sources are they required to have? • Review the Research Log example on page 32: <ul style="list-style-type: none"> ○ Model recording the source information to help 1) easily find the source again and 2) easily reference a source and create a works cited page for their final essay. ○ Record quoted evidence from the source. They can always paraphrase their evidence in their writing later. ○ Identify what part of their argument the evidence supports. They will need to find a balance of evidence that supports not only their claim, but also the counterclaim, rebuttal, and solution. ○ Briefly explain how the evidence connects to the argument they want to make.

Guided Practice	<ul style="list-style-type: none"> • Remind students that they can use the One World website as a starting point for their research. • Ask students to share some ideas of websites they know to be credible. • Students then find their first source and record the source information. Provide support as necessary.
Independent Practice	<ul style="list-style-type: none"> • Students read their first source and record evidence in the research log. <ul style="list-style-type: none"> ○ Pull small groups of students that need more support.
Exit Ticket	<p>Choose one research reflection question to answer:</p> <ul style="list-style-type: none"> • What is something surprising that you learned about your topic? • What did you learn that changed your perspective on your topic? • What was challenging about research today? How will you overcome this challenge? • What is your plan for research tomorrow?
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Create a Google Doc or discussion thread where students can share websites and articles.
Extension	<ul style="list-style-type: none"> • Have students crowdsource a list of reliable websites to use as a class reference.
Student Support Tips	<ul style="list-style-type: none"> • Provide an annotated example of a credible and not credible source for students to reference.