

Stage 2: Research

Research

**Day 1:** Creating a Research Plan & Starting Research

**Day 2+:** Conducting Research (Teacher should choose the number of research days that best meet the needs of their class)

<b>Day 1</b>	Creating a Research Plan & Starting Research
<b>Common Core Standards</b>	RI.9-10.1-6,8 W.9-10.7,8 SL.9-10.1,4,6
<b>Learning Objectives</b>	Students will be able to: <ul style="list-style-type: none"> <li>● Create a research plan to help them engage in effective research practices</li> <li>● Identify relevant evidence that supports a claim and/or counterclaim</li> <li>● Analyze evidence for how it supports an element of their argument</li> <li>● Monitor the progress of their research and understanding of their topic by answering reflection questions</li> </ul>
<b>Lesson Resources</b>	Student Journal: <ul style="list-style-type: none"> <li>● Pages 36-38</li> </ul> Digital Resources (available on One World website): <ul style="list-style-type: none"> <li>● Google Slides presentation</li> <li>● Research Log</li> </ul>
<b>Do Now</b>	Go to page 36 in your journal. Complete steps 1-3 of the Research Plan to generate questions about your research topic.

<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>● Share Do Now responses</li> <li>● Review class agenda</li> <li>● Pass out student journals</li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>● 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?</li> <li>● Tell students that it is important to have a plan for research. They already generated questions about their topic - those will drive their research and they should revisit them throughout the process to make sure they are finding the information they need to understand their topic and write their argument.</li> <li>● Review the Research Log example on page 38: <ul style="list-style-type: none"> <li>○ Record a full citation of the source to help 1) easily find the source again and 2) easily reference a source and create a works cited page for their final essay.</li> <li>○ Record quoted evidence from the source. They can always paraphrase their evidence in their writing later.</li> <li>○ 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.</li> <li>○ Briefly provide the rationale for how they categorized the evidence and how it connects to the argument they want to make.</li> </ul> </li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>● Have students flip back to the Research Plan on page 36 and complete Step 4. <ul style="list-style-type: none"> <li>○ Remind students that they can use the One World website as a starting point for their research.</li> <li>○ Ask students to share some ideas of websites they know to be credible.</li> </ul> </li> <li>● Students then find their first source. Provide support as necessary.</li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>● Students read their first source and record evidence in the research log. <ul style="list-style-type: none"> <li>○ Pull small groups of students that need more support.</li> </ul> </li> </ul>
<b>Exit Ticket</b>	<p>Choose one research reflection question to answer:</p> <ul style="list-style-type: none"> <li>● What is something surprising that you learned about your topic?</li> <li>● What did you learn that changed your perspective on your topic?</li> <li>● What was challenging about research today? How will you overcome this challenge?</li> <li>● What is your plan for research tomorrow?</li> </ul>
<b>Differentiation Suggestions</b>	

<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>● Create a discussion thread or shared doc where students can recommend and share sources</li> <li>● Create a research “playlist” (example on the One World website)</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>● Require that students include sources that they find independently of the One World website</li> <li>● Require that students include a non-print source (podcast, infographic, documentary, etc.)</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>● Pre-select articles from Newsela at the appropriate lexile level</li> <li>● Reduce the number of articles required</li> </ul>

<b>Day 2+</b>	Conducting Research
<b>Common Core Standards</b>	RI.9-10.1-6,8 W.9-10.7,8 SL.9-10.1,4,6
<b>Learning Objectives</b>	Students will be able to: <ul style="list-style-type: none"> <li>● Identify relevant evidence that supports a claim and/or counterclaim</li> <li>● Analyze evidence for how it supports an element of their argument</li> <li>● Monitor the progress of their research and understanding of their topic by answering reflection questions</li> </ul>
<b>Lesson Resources</b>	Student Journal: <ul style="list-style-type: none"> <li>● Pages 36-43, 76</li> </ul> Digital Resources (available on One World website): <ul style="list-style-type: none"> <li>● Google Slides presentation</li> <li>● Research Log</li> </ul>
<b>Do Now</b>	<b>Jot-Pair-Share:</b> Turn to page 76 in your journal. Read “What is a Pitch?” and write responses for Pitch #1. <ul style="list-style-type: none"> <li>● Set a timer for 30 seconds. Have students present their pitch to a partner. Switch. Repeat with different partners.</li> </ul>
<b>Lesson Introduction</b>	<ul style="list-style-type: none"> <li>● Share Do Now responses</li> <li>● Review class agenda</li> </ul>

<p><b>Direct Instruction</b></p>	<ul style="list-style-type: none"> <li>● Re-teach and/or troubleshoot any research issues that students experienced from the previous day. Potential issues: <ul style="list-style-type: none"> <li>○ Finding a relevant, credible source</li> <li>○ Recording source information</li> <li>○ Identifying relevant evidence</li> <li>○ Explaining the evidence rationale</li> </ul> </li> </ul>
<p><b>Guided Practice</b></p>	<ul style="list-style-type: none"> <li>● Have students review their research plan and discuss with a partner: <ul style="list-style-type: none"> <li>○ <i>Were you able to answer any questions you had?</i></li> <li>○ <i>Where are you going to start your research today?</i></li> <li>○ <i>What will you do if you are stuck?</i></li> </ul> </li> <li>● <b>Note:</b> After students have completed research on a few sources, you can have them partner up and complete the “Peer Coaching for Research” activity on page 43.</li> <li>● Students can either return to their source from the previous day or begin looking for a new one. You may want to group students according to their ability to research independently, so you can more easily support students who need more assistance.</li> </ul>
<p><b>Independent Practice</b></p>	<ul style="list-style-type: none"> <li>● Students conduct independent research and record source information and evidence in their Research Log.</li> </ul>
<p><b>Exit Ticket</b></p>	<p>Choose one research reflection question to answer:</p> <ul style="list-style-type: none"> <li>● What is something surprising that you learned about your topic?</li> <li>● What did you learn that changed your perspective on your topic?</li> <li>● What was challenging about research today? How will you overcome this challenge?</li> <li>● What is your plan for research tomorrow?</li> </ul>
<p><b>Differentiation Suggestions</b></p>	
<p><b>Virtual Learning</b></p>	<ul style="list-style-type: none"> <li>● Create a discussion thread or shared doc where students can recommend and share sources</li> <li>● Create a research “playlist”</li> <li>● Post the research reflection questions as a discussion thread</li> </ul>
<p><b>Extension</b></p>	<ul style="list-style-type: none"> <li>● Require that students include sources that are not on the One World website</li> <li>● Require that students include a non-print source (podcast, infographic, documentary, etc.)</li> <li>● Encourage students to create a survey about their topic. Students can then administer the survey to classmates or community members.</li> </ul>
<p><b>Language Development</b></p>	<ul style="list-style-type: none"> <li>● Pre-select articles from Newsela at the appropriate lexile level</li> <li>● Reduce the number of articles required</li> </ul>

