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| **Lesson Title**: research paper  **Created by: Jennifer Schreier** | | | **NRS Level of Lesson:**  **4**  **Time Needed:**  **180 min.(can be broken into several classes)** |
| **Intended Modality:** (check all that apply)  x In-person x Virtual □ Hybrid | | | |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) | | |
| **Reading** | **4.R.RS.8** Distinguish among facts, reasoned judgment based on research findings and speculation in a text.  **4.R.RS.10** Select and use appropriate computer research tools and resources to obtain information (e.g., search engines)  **4.R.CI.5** Determine an author’s point of view or purpose in a text  **4.R.FW.2**Use information technology tools to manage and perform work responsibilities.  **e.** Evaluate the reliability of information from informational  texts, internet web sites, and/or technical material and  resources. | | |
| **Writing** | **4.W.WL.6** Conduct short research projects to answer **a** question (including a self-generated question) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration  **b.** Use search engines effectively, assessing the  credibility and accuracy of each source.  **c**. Quote of paraphrase the data and conclusions of  others while avoiding plagiarism.  **e.** Draw evidence from informational texts to support  analysis, reflection, and research. | | |
| **Speaking** | **4.S.PK.1** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation. | | |
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| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | | | |
| □ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | | □ Teamwork *(Critical Thinking, Effective & Cooperative Work)* | |
| □ Work Ethic *(Dependability, Professionalism)* | | x Communication *(Active Listening, Clear Communication)* | |
| **Lesson Objectives *(Students will be able to)****:*   * Students will be able to present information using a format that suits them best that emphasizes relevant information that is supported with evidence, is organized, and uses correct grammar. * Students will be able to analyze author’s point of view or purpose to distinguish how and why the author is writing the piece. * Students will be able to understand domains and their meanings while conducting a research project. * Students will use multiple search engines to investigate how different search engines provide different outcomes. * Students will be able to evaluate the reliability of information from informational texts, internet web sites, and/or technical material and resources. | | | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**  **Students will be given an opportunity to explore a searchable phrase they find interesting.**  **Students can engage in a self-assessment by filing out the established rubric being used by the instructor to assess the assignment.**  **Provide one on one help when needed or observed** | | | |
| **Key Vocabulary**:  **Search engine, domain, evaluate, criteria, cited, reliable, plagiarism** | | | |
| **Instructional Materials:**  Textbooks or online curriculum:  **Handout for Search Engine activity:** [**https://docs.google.com/document/d/1B2jvH5AKBhJc\_tjncTFIVQq\_OnPYJAMzLCvL2mD6tnM/edit?usp=sharing**](https://docs.google.com/document/d/1B2jvH5AKBhJc_tjncTFIVQq_OnPYJAMzLCvL2mD6tnM/edit?usp=sharing)  **Handout for Khan Academy Video on Author’s Purpose:** [**https://docs.google.com/document/d/14TtMmxg462-mMKXVbFlmMP25-U4-r\_F4IYk3PFxmctM/edit?usp=sharing**](https://docs.google.com/document/d/14TtMmxg462-mMKXVbFlmMP25-U4-r_F4IYk3PFxmctM/edit?usp=sharing)  **Handout for Research Checklist- Evaluation Criteria:** [**https://docs.google.com/document/d/14KNeuFIjl1Nz6LuIUZ6W5gNQuLLWKsSe7VlmPd50jQs/edit?usp=sharing**](https://docs.google.com/document/d/14KNeuFIjl1Nz6LuIUZ6W5gNQuLLWKsSe7VlmPd50jQs/edit?usp=sharing)  **Handout for Research Project Assignment:**  [**https://docs.google.com/document/d/1fslAheMrK8JpKBPmDF4R5MGaIR48pEvVOkp\_Cmppi-Y/edit?usp=sharing**](https://docs.google.com/document/d/1fslAheMrK8JpKBPmDF4R5MGaIR48pEvVOkp_Cmppi-Y/edit?usp=sharing)  **Rubric to grade project:** [**https://docs.google.com/document/d/1JC8HCnCPlTcXa06Vf5pE2RSNwxdwKARlarkWUJq1nZI/edit?usp=sharing**](https://docs.google.com/document/d/1JC8HCnCPlTcXa06Vf5pE2RSNwxdwKARlarkWUJq1nZI/edit?usp=sharing)  Websites:  **1-Questions Answered-Staff Writer, “The Top 10 Search Engines”**  **https://www.questionsanswered.net/article/top-10-search-engines?utm\_content=params%3Ao%3D740012%26ad%3DdirN%26qo%3DserpIndex**  **2-Analyzing an author's purpose | Reading | Khan Academy**  <https://www.youtube.com/watch?v=R_bgo8j6jxc>  **Worksheet for video:**  <https://docs.google.com/document/d/14TtMmxg462-mMKXVbFlmMP25-U4-r_F4IYk3PFxmctM/edit?usp=sharing>  **3- University of Illinois, “Evaluate Sources”**  <https://www.library.illinois.edu/ugl/howdoi/evaluate_sources/> | | | |
| **Lesson Activities:**   1. **In this first step you will discuss the different search engines available when researching.** 2. **You can begin the discussion with: What is a search engine?** 3. **Continue with a brainstorm of different search engines students have used and are familiar with. This website provides some top search engines used:** [**https://www.questionsanswered.net/article/top-10-search-engines?utm\_content=params%3Ao%3D740012%26ad%3DdirN%26qo%3DserpIndex**](https://www.questionsanswered.net/article/top-10-search-engines?utm_content=params%3Ao%3D740012%26ad%3DdirN%26qo%3DserpIndex) 4. **Create a searchable phrase.** 5. **Students search a phrase given by instructor or provide a list of searchable phrases to allow students variety. Use :** [**https://docs.google.com/document/d/1B2jvH5AKBhJc\_tjncTFIVQq\_OnPYJAMzLCvL2mD6tnM/edit?usp=sharing**](https://docs.google.com/document/d/1B2jvH5AKBhJc_tjncTFIVQq_OnPYJAMzLCvL2mD6tnM/edit?usp=sharing) 6. **What did they find? Were the same links at the top? Why or why not? Can changing the search engine allow for different results?** 7. **Review Author’s Purpose** 8. **Review the 3 reasons for author’s purpose, handout worksheet for Khan Academy Video:** [**https://docs.google.com/document/d/14TtMmxg462-mMKXVbFlmMP25-U4-r\_F4IYk3PFxmctM/edit?usp=sharing**](https://docs.google.com/document/d/14TtMmxg462-mMKXVbFlmMP25-U4-r_F4IYk3PFxmctM/edit?usp=sharing) 9. **Share Khan Academy video with class :** [**https://docs.google.com/document/d/14TtMmxg462-mMKXVbFlmMP25-U4-r\_F4IYk3PFxmctM/edit?usp=sharing**](https://docs.google.com/document/d/14TtMmxg462-mMKXVbFlmMP25-U4-r_F4IYk3PFxmctM/edit?usp=sharing) 10. **Suggested questions to ask class after activity:** **Why is it important to know the author’s purpose? How does author’s purpose relate to a research paper?** 11. **Evaluating Sources** 12. **Use the website link from University of Illinois:** [**https://www.library.illinois.edu/ugl/howdoi/evaluate\_sources/**](https://www.library.illinois.edu/ugl/howdoi/evaluate_sources/) 13. **Discuss together as a class. The first part entitled “Evaluation Criteria” is also the checklist students will be using to ensure their source is credible. Handout this sheet to students:** [**https://docs.google.com/document/d/14KNeuFIjl1Nz6LuIUZ6W5gNQuLLWKsSe7VlmPd50jQs/edit?usp=sharing**](https://docs.google.com/document/d/14KNeuFIjl1Nz6LuIUZ6W5gNQuLLWKsSe7VlmPd50jQs/edit?usp=sharing) **Note: students will be using this checklist when working on their research project.** 14. **When looking at “Additional Tips for Evaluating Websites, discuss domains. Ask students if they have ever heard of this term before? Why is it important to recognize the domain being used when researching on the internet?** 15. **Review paraphrasing** 16. **Remind students of what it means to plagiarize.** 17. **Use an article from the searchable phrases activity to model a paraphrase.** 18. **Research project** 19. **Students will research a topic relevant to your course. Teacher approval should be given before student moves onto the next step. In the notes section you will find a lesson on Ecosystems, this lesson includes an article, essay question and, rubric, there are also more general ideas provided, as well.** 20. **Students must find 2 sources of information on the topic. Have the students print both articles they will be using. This will help you as an instructor should you feel there is plagiarism involved while the student was trying to paraphrase important information.** 21. **Each student will need 2 copies of the Evaluation Criteria Checklist:** [**https://docs.google.com/document/d/14KNeuFIjl1Nz6LuIUZ6W5gNQuLLWKsSe7VlmPd50jQs/edit?usp=sharing**](https://docs.google.com/document/d/14KNeuFIjl1Nz6LuIUZ6W5gNQuLLWKsSe7VlmPd50jQs/edit?usp=sharing) **Students will need to fill out a checklist for each source used.** 22. **Assignment:** [**https://docs.google.com/document/d/1fslAheMrK8JpKBPmDF4R5MGaIR48pEvVOkp\_Cmppi-Y/edit?usp=sharing**](https://docs.google.com/document/d/1fslAheMrK8JpKBPmDF4R5MGaIR48pEvVOkp_Cmppi-Y/edit?usp=sharing) 23. **Share the scoring rubric with students:** [**https://docs.google.com/document/d/1JC8HCnCPlTcXa06Vf5pE2RSNwxdwKARlarkWUJq1nZI/edit?usp=sharing**](https://docs.google.com/document/d/1JC8HCnCPlTcXa06Vf5pE2RSNwxdwKARlarkWUJq1nZI/edit?usp=sharing) 24. **All students will write an essay.** 25. **Students will present their information to the class.** 26. **Students can read their essay to the class** 27. **Students can create a Google Slides show to present to class** 28. **Students can use notecards and present their finding to class** 29. **Grade project, ask for copies of each article, both checklists, and their completed essay.** 30. **Scoring Rubric-** [**https://docs.google.com/document/d/1JC8HCnCPlTcXa06Vf5pE2RSNwxdwKARlarkWUJq1nZI/edit?usp=sharing**](https://docs.google.com/document/d/1JC8HCnCPlTcXa06Vf5pE2RSNwxdwKARlarkWUJq1nZI/edit?usp=sharing) | | | |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**  **Students can proof read their essay by using the rubric as their guide.**  **Instructor can adjust the screen for text to talk or enlarge the font for students needing larger font.** | | | |
| **Performance Tasks:**  **Students will search the internet using multiple search engines using a phrase to investigate how changing the search engine affects the outcome.**  **Students will review Author’s Purpose by watching a video, taking notes and answering questions on Author’s Purpose.**  **Students will learn how to evaluate a source, by reading through the information as a class and then will use the Evaluation Criteria Checklist in their research project.**  **Students will research about a topic assigned by the instructor. Students will need to find 2 reliable sources, use the Evaluation Criteria Checklist, and write an essay.**  **Students will share their research essay with the class focusing on eye contact, pronunciation and volume.** | | | |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**  **Students will be given a variety of options to present the materials, PowerPoint, images, or sound.**  **Students can use a Venn Diagram, take notes, write a summary when drawing evidence.**  **Students can use the talk to text for typing their essay.** | | | |
| **Notes:**  **Less Complex research ideas:**   * **Use the internet to identify three jobs that require a high school diploma and three jobs that require a certificate or post-secondary education.** * **What does the Mayflower Compact, Orders of Connecticut, and the Articles of Confederation? Use the internet to briefly describe these three documents in a summary paragraph.** * **Locate photos that illustrate new vocabulary words.**   **More Complex research ideas:**   * **Using 3 resources investigate an ecosystem in trouble and formally present findings to class using Google Slides or poster format.** * **Identify a career of interest, search for information about the career and the education needed to achieve that career. Give a report about the career and the steps necessary to achieve the career.**   **This is a guided research project that fits into a current topic you are teaching. The below assignment is on Ecosytems, if you choose to use this one as your guided research project.**  **Sample Assignment on Ecosytems:** [**https://docs.google.com/document/d/18O--sViCqzdy8ekt2Pg40FUxr2DH6V7sGEV2IT-OCik/edit?usp=sharing**](https://docs.google.com/document/d/18O--sViCqzdy8ekt2Pg40FUxr2DH6V7sGEV2IT-OCik/edit?usp=sharing) | | | |