

**RESEARCHING
THROUGH THE
COMMON CORE:**

GRADES 7-12

SUMMER 2015



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Central High School District

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RESEARCHING THROUGH THE COMMON CORE:

GRADES 7-12

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INTRODUCTION

Researching Through the Common Core was created in response to the Common Core Learning Standards which requires all students to be college and career ready in the following areas: Reading for Literature, Reading for Informational Texts, Writing, Speaking and Listening, and Language. Teachers from every grade level in the Bellmore-Merrick Central High School District, 7 – 12, collaborated to discuss research strategies, technology integration, and required components for each grade level, with an emphasis on the seventh writing standard.

The curriculum guide lists required research skills per grade level/unit, suggested lesson plans, activities and materials to help teachers meet the standards that focus specifically on argument and research within the writing strand of the Common Core Learning Standards. Students in all Bellmore-Merrick Central High School District English courses have the opportunity to develop and build upon skills learned in previous years. All of the lessons identify the grade level specific Common Core Learning Standards that are addressed.

Grade Level Research Topics & Requirements:

Grade	Topic	Length	# of Sources
Grade 7	Biography	2-3 pages	3 sources (1 print and 2 digital)
Grade 8	Explore a social issue connected to a piece of literature	2-3 pages	3 sources (1 print and 2 digital)
Grade 9	Exploring Opposing Viewpoints	3-5 pages	4-6 sources (at least 2 print sources)
Grade 10	Academic Controversy about a controversial contemporary topic	3-5 pages	4-6 sources (at least 2 print sources)
Grade 11	Historical time period's impact on literature	4-5 pages	4-6 sources (at least 2 print sources)
Grade 12	iSearch Project	5-7 pages	6+ sources (at least 2 print sources)

Expository

- a. **Grade 7: Question is provided**
- b. **Grade 8: Question is provided, includes self-generated question, distinguish claims from alternate of opposing claims, introduce counterclaim, use transitional language**

Argumentative

- c. **Grades 9-10: Pro/con topics, grade 9 presents info and then student makes argument at end, explore topics dealing with different cultures and world viewpoints, synthesize multiple sources on the subject, establish an objective tone**
- d. **Grade 11-12: Establish the significance of the claim(s), shared writing components, avoid overreliance on one source, incorporate varied syntax and sentence structure, anticipate possible biases**

Grade Level Technology Goals:

This research curriculum guide serves to provide a grades 7-12 scope and sequence for research skills as well as technology skills. The following chart provides grade level goals for Google Drive use, database research, and multimedia presentation creation.

Grade	Google Drive <i>Organization</i>	Databases <i>Research</i>	Multimedia Composing <i>Creation</i>
Grade 7	<ul style="list-style-type: none"> ● Accessing Google Drive ● Creating Document in Google Drive ● Naming Files 	<ul style="list-style-type: none"> ● Understanding web resources (.com, .org, .edu, .gov) 	<p>Slideshow: Based on research, create a slideshow presentation illustrating your main points using Google Slides, Prezi, etc.</p>
Grade 8	<ul style="list-style-type: none"> ● How to upload/download files ● Working with share settings in Google Drive ● Formatting documents 	<ul style="list-style-type: none"> ● Specific databases: ● How to search: keywords, parenthesis, quotes 	
Grade 9	<ul style="list-style-type: none"> ● Reinforce share settings- differences between sharing with peers vs. teachers ● Adding comments to Google Docs ● Saving/uploading files to Google Drive-organizing materials into folders 	<ul style="list-style-type: none"> ● Utilizing advanced search features such as: ● Specific Databases to learn: 	<p>Video responses using Flipgrid. The questions can be posed by the teacher. Once the students respond to the teacher the teacher can open student responses to the class, and students can respond to each other. Note: The teacher has full control of the videos they cannot be seen without teacher permission</p>

Grade 10	<ul style="list-style-type: none"> ● Suggested Editing feature of Google Drive ● Research feature of Google Drive ● Collaborative editing ● website sources (trusted, vs not) 	<ul style="list-style-type: none"> ● Specific Databases to use: 	<p>Podcast creation: Students will create an audio podcast about their topic. They will all be involved in writing the script, editing the script, and read the script with appropriate inflection. Publication can be done on the teacher’s Weebly site.</p>
Grade 11	<ul style="list-style-type: none"> ● Annotating and storing sources in Google Drive ● Self-organization ● Folder for research 		<ul style="list-style-type: none"> ● Video Project: Create a documentary relating to your research topic. Using Touchcast the students can shoot, edit, and publish. This project will incorporate all the students learned in Video Responses and Podcast Creation
Grade 12	<ul style="list-style-type: none"> ● Demonstrating mastery of the research skills using technology. 		<ul style="list-style-type: none"> ● Digital Portfolio: Create a digital portfolio outlining your research projects from at least three research projects in the form of a website. Include a section on what you learned in the process. Weebly, Google Sites, etc. Weebly student sites would serve very well here.

GRADE LEVEL: 7
Big 6 Skill: Task Definition
Lesson Topic: Planning Your Research

Lesson 1

One Class Period

Aim: How can I effectively plan my research?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	7	1
SL	7	1, 2, 4
L	7	1, 2, 3

Motivation:

- My Favorite Things (**Attachment 1**)

Instructional Materials:

- My Favorite Things (**Attachment 1**)
- David Macaulay Video on Research
- Step 1 Worksheet (**Attachment 2**)
- Planning My Research Worksheet (**Attachment 3**)

Procedures and Pivotal Questions:

- Students will be asked to complete the first section of the **My Favorite Things (Attachment 1)** worksheet in 2 minutes or less. After two minutes, the teacher will model how he/she answered (e.g. baseball, cooking, ballet, etc.) and ask the class for a few volunteers to share their responses.
- Teacher will instruct students to then complete the rest of the worksheet, choosing an identifiable person associated with each of the interests the students have written down, and then circling the one they like best. This *can* ultimately be their research topic (but is not mandatory), and students will decide whether or not they would like it to be.
- Teacher will survey the class to see how many people decided to move forward with the research topic they circled on the sheet. Ask students to share why they chose the person they did, as written on their worksheets.
- **PQ:** *How did we narrow down our interests to one specific person? Tell me about/describe the process that you just went through.* Important keywords to highlight: broad, narrow, interests, inquiry (wanting to know more).
- Teacher explains the importance of selecting a topic in the research process, and how planning is essential to completing the process.
- Teacher will introduce the David Macaulay clip from Teachingbooks.net <http://www.teachingbooks.net/qlqece7>, asking students to note while they are watching: *What is the final product of David Macaulay's research? Why did he want to create it? How did he get the information he needed in order to create it?*
- Students will view the clip until 1:18 and take notes.

- Ask students what they wrote down during the clip - what was the final product of David Macaulay's research, why did he want to create a book, and how did he get the information he needed in order to create it? Be sure reference the clip directly for examples.
- Teacher will show the clip again, pointing out the important pieces of information as David Macaulay speaks.
- **PQ:** *What does the information in this video mean to us as we begin our research?* **Turn and talk:** Students will talk with a partner for 2-3 minutes, and then each group will report back and share. Discuss the importance of wanting to know more and having a plan, as discussed in the clip.
- Teacher will describe the research process, using the Big6 model as an overview: Task Definition, Information Seeking Strategies, Location and Access, Use of Information, Synthesis, and Evaluation.
- **PQ:** *Which of the six steps do you think selecting your topic and planning your research falls under and why?*
- Teacher will distribute **Step 1** worksheet (**Attachment 2**) and ask students to work in groups of 3 or 4. Students will be given the name of a prominent person to use for this exercise.
- **PQ:** *What are important questions we want to ask when researching a person and his or her life?* Students will not respond directly, but will complete the worksheet as a group and will share responses with the class afterwards.
- **PQ:** *Why should we not be afraid to ask more questions? How does this help us in our research?*
- Teacher will distribute **Planning My Research** worksheet (**Attachment 3**) and instruct class have selected the person they would like to research and have completed the worksheet by the next class.

Summary:

- How does creating a plan help us in our research?
- Review and analyze the Step 1 worksheets

Extension Activity:

- Students will complete the Planning My Research worksheet to ensure the first step of the research process is completed.

Attachment 1



My Favorite Things



List three things that interest you:

- 1.
- 2.
- 3.

Now choose one prominent person for each one of the above topics (e.g. Football - Eli Manning) and circle the one *you* think is the most interesting

- 1.
- 2.
- 3.

Why did you choose the person you circled?

Is this someone you would like to know more about? (Circle one)

Yes - I would like to know more about this person - this can be my research topic

No - I want to learn more about someone else - I would like a different research topic

Big 6 Research Step 1

1. Task Definition

A. Choose your topic and write it here:

B. Write five good questions about your topic that you will answer in your research:

1) _____

2) _____

3) _____

4) _____

5) _____

C. Write a sentence that describes what you will do in your research:

Attachment 3

Planning My Research

What do you want to know more about? • What do you really want to investigate?

Answer the following questions get your ideas in order

What do I already know about this person?

What do I need to know more about?

What keywords relate to this person?

Write five important (essential) questions about your person that you will answer in your research:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Write a sentence that describes what you will do in your research:

Adapted from the Research Project Guide

GRADE LEVEL: 7
Big 6 Skill: Information Seeking Strategies
Lesson Topic: How to Strategically Search for Information

Lesson 2

One Class Period

Aim: Where can I find quality information for my research?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	7	1, 2
SL	7	1, 2, 3, 4
L	7	1, 2, 3

Motivation:

- Brainpop video on Research

Instructional Materials:

- Brainpop video on Research <https://www.brainpop.com/english/studyandreadingskills/research/>
- What the Heck is This? (**Attachment 1**) and necessary materials (book, newspaper, photograph, picture of Google Interface, picture of Brainpop and other databases)
- Keywords (**Attachment 2**)

Procedures and Pivotal Questions:

- Teacher will begin class by asking students where they think they can begin to get information on their topics (the person they have selected to research).
- Teacher shows the Brainpop video on research and asks students to record all the different types of sources they hear about in the video as they watch <https://www.brainpop.com/english/studyandreadingskills/research/> (2:57) - *requires login*
- **PQ:** *What kinds of sources can we use when looking for information?*
- Teacher will facilitate a discussion on the different types of sources, as outlined in the video
- Teacher will distribute **What the Heck is This?** worksheet (**Attachment 1**) and divide the class into five groups. Each group will receive one of the following: a book, a newspaper, a photograph, a picture of a Google interface, and a picture of the Brainpop homepage.
- Groups will discuss and analyze the item they have been given, and fill out their section of the **What the Heck is This?** worksheet. After about 5 minutes, groups will share with the class and teacher will lead a discussion on the description, uses of, and pros and cons of each one. Teacher will be sure to fill in any gaps in information that students left out in their reporting. **Teacher must be sure to point out that the Internet and Brainpop (and other databases) are not sources - they are the method in which we access the specific sources - websites, articles, passages, etc.**
- Students will fill in the other sections of their worksheets as groups share and the class discusses each source.
- **PQ:** *Now that we know that each kind of source has both positive and negative attributes, why is it necessary that we use multiple, varied sources in our research?* (Discuss)

- **PQ:** *How can we begin to find the sources that we need for our research?*
- Teacher will discuss keywords and how they help us find sources: books (library catalog), and databases and the Internet (search boxes). They also help us find information within a source: books (index), databases and the internet (Control+F to search an electronic source).
- Teacher will work with students (whole class) to come up with keywords for the following questions: *How tall is the Empire State Building? (Empire State Building and height) How long does an elephant live? (Elephant and life span) When was David Beckham born? (David Beckham and birthdate) What is Niels Bohr famous for? (Niels Bohr and accomplishments) Where did Barack Obama live as a child? (Barack Obama and biography).*
- Teacher will distribute **Keywords** worksheet (**Attachment 2**) and instruct class to complete it for homework, using two things to guide them: what they learned in class today, and the **Planning My Research** worksheet from the first lesson.

Summary:

- What sources can we use to find information on our topics?
- How do keywords help us better find information?

Extension Activity:

- Students will complete the **Keywords** worksheet to get them started on locating information.

What the Heck is This???

Book

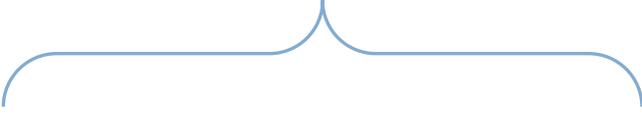
- How can we use this for research?
- Pros of using this type of source?
- Cons of using this type of source?

Photograph

- How can we use this for research?
- Pros of using this type of source?
- Cons of using this type of source?

Newspaper

- How can we use this for research?
- Pros of using this type of source?
- Cons of using this type of source?



Internet Sources

- How can we use this for research?
- Pros of using this type of source?
- Cons of using this type of source?



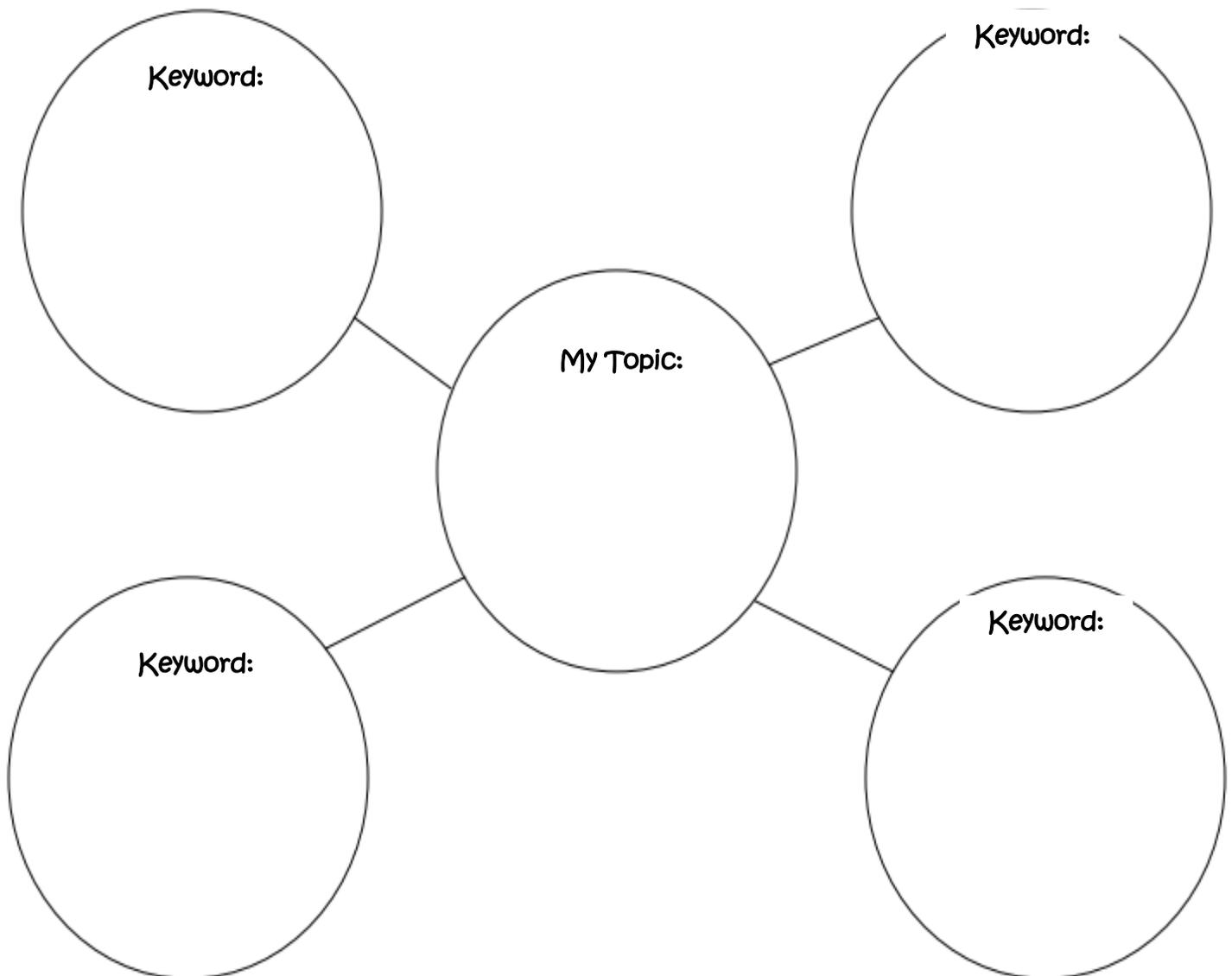
Databases

- How can we use this for research?
- Pros of using this type of source?
- Cons of using this type of source?

KEYWORDS

Things to think about:

- ✓ What do I want to know about my topic?
- ✓ Is there a synonym for my search term?
- ✓ How can I be more specific?
- ✓ Are there other ways to search for this information?



- ✓ How can I be more general?

GRADE LEVEL: 7
Big 6 Skill: Information Seeking Strategies
Lesson Topic: Evaluating Sources

Lesson 3

One Class Period

Aim: How can I verify the information I find in my research?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	7	1, 4, 6, 8
SL	7	1, 2, 4, 5
L	7	1, 2, 3, 6

Motivation:

- Burmese Mountain Dog

Instructional Materials:

- Burmese Mountain Dog Website <http://www.burmesemountaindog.info/>
- CAARP - Evaluating Websites (**Attachment 1**), 2 copies per student

Procedures and Pivotal Questions:

- Teacher will have Burmese Mountain Dog Website <http://www.burmesemountaindog.info/> on the screen of the SmartBoard as students enter the classroom.
- Teacher will take three to five minutes to talk the students through the website, pointing out positive attributes of it (name of the organization, attributed author, images, maps, information broken down by topic, real advertisements (though advertisements themselves are not a positive feature of a website), further reading, links to other websites, etc.).
- Teacher will poll students to see if they would use this as a source if they were researching dogs, asking students to explain why or why not. Teacher then explains that this is a "fake" site, created to trick students about inaccurate and poor-quality sources on the Internet.
- **PQ:** *How can we tell if a source is a source that we would want to take information from?*
- **PQ:** *How can we verify the information we find in our research?*
- Teacher leads a brief, whole-class discussion on comparing sources and using varied sources for information and introduces the concept of evaluating individual sources, especially when concerning the Internet.
- Teacher introduces the concept of figuring out if a site is "fishy" or not by using the CAARP test. [**CAARP - Currency, Authority, Accuracy, Relevance, Purpose**]. Teacher distributes **CAARP - Evaluating Websites** worksheet and reviews each criterion.
- Teacher will take students through the Burmese Mountain Dog website, using the CAARP test as a guide. Teacher will analyze the site with each of the criteria for the CAARP test, prompting students to find the red-flags that indicate that this is a site to be avoided.
- **PQ:** *Would you use this Burmese Mountain Dog Site for information? Why or why not?*
- Teacher discusses using varied sources to check information as students gather information through their research.

- **PQ:** *Why do we not have to evaluate sources such as books and newspapers quite as deeply?* Teacher leads brief discussion on authority, editors, and fact checkers - criteria that are required for printed publication.
- Teacher distributes a second copy of the **CAARP - Evaluating Websites** worksheet (**Attachment 1**) and directs students to computers. Students will each perform a search on their topics, using the keywords they formulated after the last class. They will then use the **CAARP - Evaluating Websites** worksheet to begin to evaluate one website they find in their search. Teacher will circulate and facilitate as students work independently.
- Class will reconvene, discuss their findings, and complete the website evaluation for homework.

Summary:

- Why must we use multiple and varied sources?
- Why must we evaluate each and every website we find in our research?

Extension Activity:

- **Complete CAARP - Evaluating Websites** worksheet

Attachment 1

CAARP Website Evaluation

Use the following criteria and questions to evaluate Websites for use in your research to ensure you are using quality sources:

Criteria	Your Evaluation
Website *Title *Author or Publisher *Last Update *URL	
Currency: The timeliness of the information *How recent is the information? *When was it written/published/created/updated? *Is it current or out-of-date for your topic?	
Authority: The source of the information *Who is the creator or author? *What are the credentials? *Who is the publisher or sponsor? *Are they reputable? *What is the publisher's interest (if any) in this information? (inform/sell/persuade?) *If it is a website, are there advertisements?	
Accuracy: The reliability, truthfulness and correctness of the information *Where does the information come from? *Are the original sources of the information listed? *Can you verify any of the information in other sources or from your own knowledge? *Has the information been reviewed or judged by other experts? *Does the language or tone seem biased? *Are there spelling, grammar, or other typos?	
Reliability: The importance of the information for your needs *What kind of information is included in the source? *Is the information fact or opinion? Is it balanced? *Does the creator provide reference or sources for the information presented? Are there citations?	
Purpose: The reason the information exists *Is this fact or opinion? *Is it biased? *Is the creator/author trying to sell you something? *What does the domain name or URL reveal about it? (.edu, .gov, .mil, .com, .org, .net, Tilde (~))	

Adapted from the Peru State College Library CAARP Test and the NYC DOE/Office of Library Services Information Fluency Continuum

GRADE LEVEL: 7
Big 6 Skill: Location and Access
Lesson Topic: Using Keywords to Locate Sources

Lesson 4

One Class Period

Aim: How can we use keywords to locate specific information on our topic?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	7	1, 2, 3, 6, 7, 8
SL	7	1, 2, 4, 5
L	7	1, 2, 3, 6

Motivation:

- Formulating Keywords Review

Instructional Materials:

- Search Keywords Tutorial Video (YouTube) <https://www.youtube.com/watch?v=x9diL8-ZpAk>
- Paring Down the Information: Keywords and Synonyms (**Attachment 1**)

Procedures and Pivotal Questions:

- Teacher will break class up into groups of four or five and give each group a research question for them to formulate keywords for (e.g. *How fast can an ostrich run? Where do Macaroni penguins live? Who was the 12th president of the United State? What type of money do they use in France? What is the capital of Kentucky? Who wrote the book The Maze Runner?*).
- Each group will share what keywords they came up with and explain how/why they chose those words.
- **PQ:** *Why do you think we need to use more than one word when searching for information? Why can we not simply ask our question?*
- **PQ:** *What do you think happens when add more words into our search?*
- Teacher will access Google on the SmartBoard and demonstrate how to narrow a search by using keywords (e.g. Google search to find where Abraham Lincoln was born: "Lincoln," vs. "Abraham Lincoln," vs. "Abraham Lincoln birthplace," recording the number of hits and highlighting the types of top websites for each search).
- **PQ:** *What do you notice about the results as we add more keywords into our Google search?* (n.b. Teacher should note both the number of hits decreasing, as well as the relevance of websites increasing as keywords are added).
- **PQ:** *What do you think will happen when we change the keywords and use related terms?*
- Teacher will show Search Keywords Tutorial video via YouTube <https://www.youtube.com/watch?v=x9diL8-ZpAk> (2:24) and narrate and explain throughout
- **PQ:** *How did changing words affect search results?*
- Teacher will ask the class where else they can use keywords, aside from search engines and discuss the index of a book, library catalogs, and databases.

- Teacher will visit the school library website on the SmartBoard to access both the school library catalog and a database of choice, highlighting the ability to use keywords in each.
- Student volunteers will come up (separately) to demonstrate how to perform a keyword search in each with keywords supplied by the teacher.
- **PQ:** *What do we notice about the number of responses in a database versus what we saw in our Google search? What does this tell us about the amount of information available to us in a database versus the Internet?*
- **PQ:** *Thinking back to what we learned the other day about the pros and cons of each kind of source, and what we know about the amount of information available, how and why might a database be a better resource than the Internet? How might a database be limiting? How can the Internet sometimes a better resource for researching information?*
- Teacher will distribute **Paring Down the Information: Keywords and Synonyms** worksheet (**Attachment 1**) and students will be asked to take out their completed **Keywords** worksheet from a previous lesson.
- Students will be given a minimum of 5 minutes (or more if needed) to update some keywords on the new sheet. Students will then be allowed to access the library catalog, the Internet or a database to perform additional keyword searches on their topics. Teacher will facilitate research process as students work.
- Students will be asked to write a paragraph for homework explaining their search process today and comparing it to the search they performed previously (before adding to and refining their keywords).

Summary:

- How do we use keywords to narrow a search for information?
- How can we refine our keywords and use synonyms to find information?

Extension Activity:

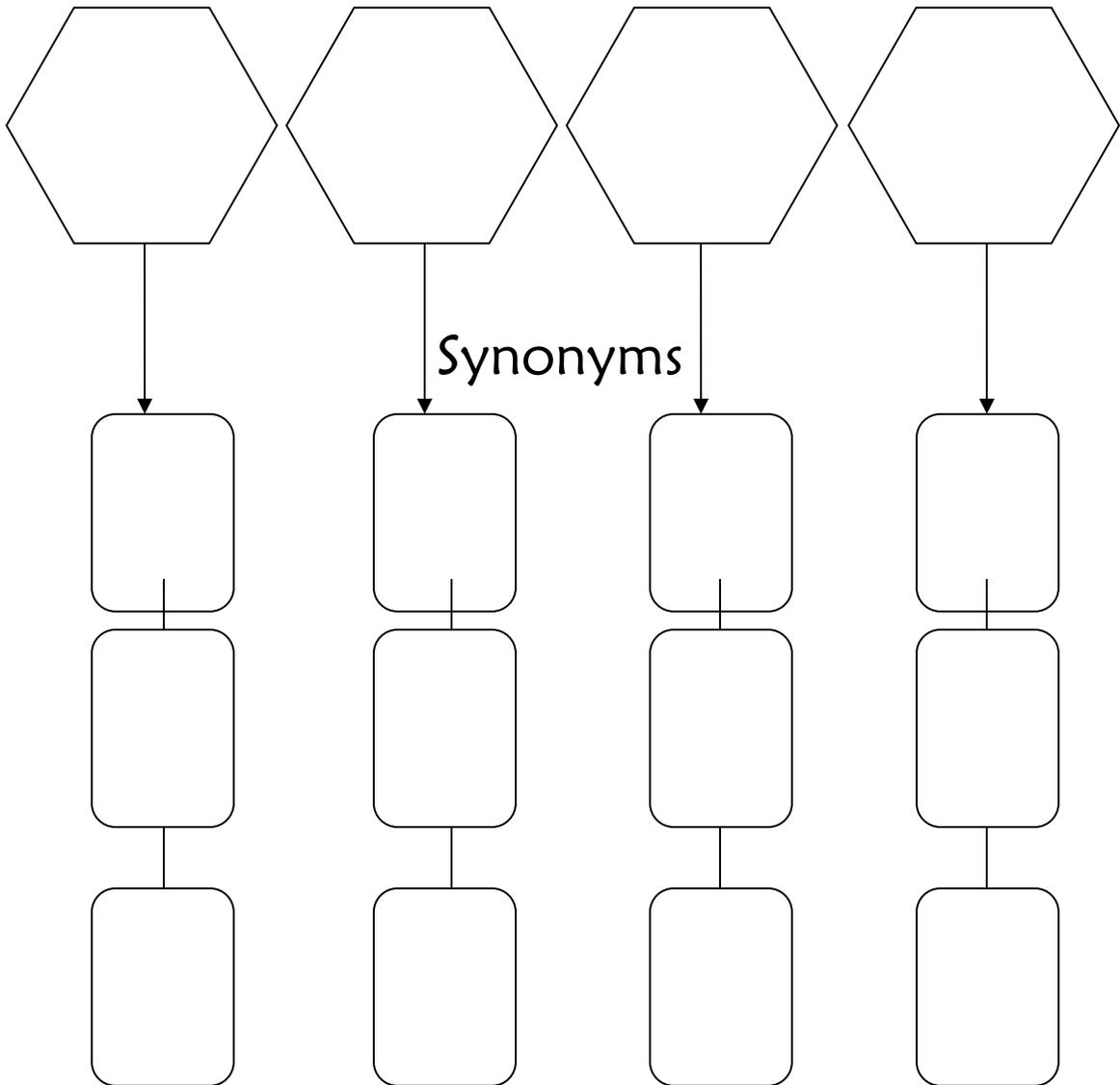
- Students will write a paragraph comparing and contrasting their two different keyword search experiences.

Attachment 1

Paring Down the Information: Keywords and Synonyms

My Topic:

My Keywords



GRADE LEVEL: 7
Big 6 Skill: Use of Information
Lesson Topic: Collecting and Selecting Information and Notetaking

Lesson 5

One Class Period

Aim: How do we select information for our research that is both relevant and interesting?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	7	1, 2, 6, 7, 8
RI	7	1, 2, 5, 6, 8
SL	7	1, 2, 4, 5
L	7	1, 3, 4, 6

Motivation:

- Notecards and Summaries

Instructional Materials:

- Blank 3x5 notecards
- Non-fiction, informational text of teacher's choice
- Notetaking Grid (**Attachment 1**)

Procedures and Pivotal Questions:

- Students will be broken up into groups of four. Each group will be given a 3x5 notecard and instructed to write the group members' names on one side and answer the question ***What does it mean to summarize?*** on the reverse side. Teacher will circulate and speak with the groups as they work over five minutes.
- Groups will share their responses and class will discuss what it means to summarize versus copying something word-for-word.
- Teacher will lead the discussion: **PQ:** *Why when performing research do we need to summarize, rather than copy and paste?*
- Teacher will collect the notecards and save them for Lesson 6.
- Teacher will distribute copies of a grade-level, non-fiction, informational text of their choice. This selection can be linked to a topic covered in one of the students' other classes at the current time of this lesson (e.g. Science, Social Studies) or can just be a piece the teacher chooses. Each copy will have a different paragraph highlighted. Students will be told that they have 2 to 3 minutes to read over the paragraph they have been assigned, and they must report back to class what they have read without reading the actual paragraph. Students may take notes if they like as they review their assigned paragraph.
- Students will report to the class aloud (in order) what they have read in the paragraph they have been assigned, and teacher will model taking notes on the SmartBoard.
- Class will review the notes the teacher has taken on the SmartBoard and discuss the article as a whole. **PQ:** *Who can summarize what this selection is about? You may use the SmartBoard for guidance.*

- **PQ:** *Explain the process we just went through. How did we change the exact words of the author into our own?*
- Teacher explains that this is process we need to take as we collect information for our research: pull out key points and write them down, select those key points that are relevant to our topic, and then summarize those points in our own words. Teacher will define paraphrasing.
- **PQ:** *What can we do if we want to repeat something a source has said exactly as they said it?* Teacher briefly discusses direct quotes and attribution.
- Teacher will distribute the **Notetaking Grid** handout (**Attachment 1**) to students and explain how to fill it out as they conduct research
- Students will have the remaining time in the period to conduct independent research on their topics utilizing the **Notetaking Grid**. Teacher will circulate and facilitate research.

Summary:

- How can we extract relevant information from the sources we access?
- How can we then explain what we have learned in our own words?

Extension Activity:

- Students will complete their **Notetaking Grids**.

Insert:

Informational text of teacher's choice

Attachment 1

Name:

Topic:

Notetaking Grid

	Resource	Information	Vocabulary	Paraphrase
Key Question				

GRADE LEVEL: 7
Big 6 Skill: Use of Information
Lesson Topic: Plagiarism and Citations

Lesson 6

One Class Period

Aim: How do we respect intellectual property while conducting and presenting research?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	7	4, 6
SL	7	1, 2, 4
L	7	1, 2, 3, 4, 6

Motivation:

- Mixed-up notecards

Instructional Materials:

- 3x5 notecards from last class
- Bibliography Worksheet (**Attachment 1**)
- 8 nonfiction books of teacher's choice

Procedures and Pivotal Questions:

- Teacher will ask class to get into the same groups as Lesson 5.
- Teacher will distribute the notecards from Lesson 5, giving each group a notecard that was not its own.
- Teacher will ask one group to read from the card and say what their definition is of summarization. Teacher will then ask another group to do the same, except this time, the group should read the names on the back of the card after reading the definition.
- **PQ:** *What was different about the way each group reported the definition of what it means to summarize?*
- Students will respond and teacher will point out that one group gave credit to the actual authors of the information, while the other group did not. **PQ:** *Why must we give credit to our sources?*
- Teacher will define *intellectual property* and *attribution*.
- **PQ:** *Why must we attribute all the information we have gathered through research and then present in our projects?*
- **PQ:** *What is plagiarism?*
- Teacher will lead a discussion on what plagiarism is and the different ways in which students can commit it - by accident and on purpose. Teacher will also highlight the consequences of committing plagiarism.
- **PQ:** *Now that we know what plagiarism is, what are some ways we can prevent it?*
- Teacher will discuss how students should note where all information comes from and to attribute the information to a specific source. Teacher should remind students that Google

and a database are not sources, the specific articles/websites/information they access are the actual sources.

- Teacher will define *citation* and display three MLA citations on the SmartBoard: one for a book, one for a database article, and one for a website.
- Teacher will break down each of the citations, explaining the components and why that information is included. **PQ:** *How can we be sure that we have all the information we need about a source to be able to create a citation?*
- Teachers should make note that students should only be citing sources from which they have taken information - and not each source they review or access.
- Teacher will distribute the **Bibliography Worksheet (Attachment 1)** to the students, and highlight the teacher's attribution at the bottom of the sheet (New York City Information Skills Benchmarks). Teacher will discuss the different sections and highlight the different components for each type of source.
- Teacher will access a website of his/her choice on the SmartBoard and with the class and fill out the *Website* section of the **Bibliography Worksheet** as a class.
- Teacher will access citationmachine.net on the SmartBoard, select MLA format, and then with the class, use the information collected on the **Bibliography Worksheet** to create a citation for the previously accessed website.
- Teacher will distribute one nonfiction book to each group and have the students fill out the *Book* section of the **Bibliography Worksheet** with the information necessary.
- Students will then go to the computers with their groups and access citationmachine.net to create a properly formatted MLA citation for the book they were given.
- Teacher will instruct students to revisit the sources from which they have already taken information for their projects and have them use the Bibliography Worksheet to record the necessary information needed to create a citation for each by the next class.

Summary:

- How can we respect intellectual property while conducting research?
- How can we create properly-formatted citations to ensure we do not commit plagiarism?

Extension Activity:

- Students will go back and record the information necessary to create a citation for each of the sources they have used for the project thus far.

Attachment 1

Name _____ Class _____

Bibliography Worksheet

To generate a bibliography, capture the following information for different types of sources. Then you may use a free online citation generator to format the bibliographic entry (for example, www.easybib.com; www.bibme.org; or www.workscited4u.com).

Book (one author)	
Author's Last Name, First Name	
Title of Book	
City of Publication	
Publisher	
Copyright Year	
Magazine Article	
Author's Last Name, First Name	
Title of Article	
Name of Magazine	
Volume and Issue of Magazine	
Date of Magazine	
Page Numbers	
URL (if online)	
Retrieval Date (if online)	
Encyclopedia Article	
Author's Last Name, First Name	
Title of Article	
Name of Encyclopedia	
Editor of Encyclopedia (if available)	
Volume, Pages	
City of Publication	
Publisher	
Copyright Year	
Website	
Author's Last Name, First Name	
Title of Web page	
Title of Website (if different)	
Publisher of Website	
URL	
Last Updated Date	
Retrieval Date	

GRADE LEVEL: 7
Big 6 Skill: Synthesis
Lesson Topic: Planning and Organizing Information

Lesson 7

One Class Period

Aim: How do we present the information we have gathered throughout our research?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	7	1, 2, 3, 4, 5, 6, 7, 8, 9
SL	7	1, 2, 4
L	7	1, 2, 3, 4, 6

Motivation:

- What have we learned so far? (Students will summarize the research process thus far.)

Instructional Materials:

- Brainpop video on outlines <https://www.brainpop.com/english/writing/outlines/>
- Hamburger Writing (**Attachment 1**)
- Outline Organizer (**Attachment 2**)

Procedures and Pivotal Questions:

- Teacher will ask class to participate in a turn-and-talk: **PQ:** *What have we learned about research so far?*
- Students will talk and then share with the class about all the different components of the research process.
- **PQ:** *What are we missing? What do we need to know in order to complete our projects?*
- Students will share what they think they need to know, and teacher will segue into a discussion about organizing their information and then presenting it through a research paper.
- **PQ:** *At this point, what can we do with our notes and the information we have learned?*
- Teacher will distribute the **Hamburger Writing** sheet (**Attachment 1**) to students and explaining and discussing each part [SEED (State, Explain, Example, Draw), Plan, Introduction, 3 or more facts or reasons supported by evidence, and Conclusion]. Teacher will highlight the fact that when we read informational text (which they will be writing for this project), we always ask, *What is the author's purpose?* Now it is our turn to ask ourselves this question before we begin to write, as we will be the authors.
- Teacher will review that students will be writing a two to three-page report on the life of the person they have selected to research. The report must include a Works Cited page with properly-formatted MLA citations, and students must use a minimum of three sources, one of which must be print. All information in the report must be supported by evidence that has been gathered through research. This evidence and all information presented must be attributed to the sources they have used.
- **PQ:** *How can we turn all of these pieces of information into the project we need to present?*

- Teacher will show Brainpop video on Outlines
<https://www.brainpop.com/english/writing/outlines/> (3:55) - *requires login*
- **PQ:** *How can an outline help us organize our notes and information into an organized research paper?*
- Teacher will hand out the **Outline Organizer (Attachment 2)** to students. They will work independently for 10 minutes to create each of the main points on the worksheet: Introduction, 3 to 5 subtopics they will discuss within the paper, and then a conclusion. Teacher will circulate and assist as needed while students are working.
- Students will share the subtopics they have chosen with the class, so other students can hear what types of topics their peers are researching (e.g. childhood, accomplishments, education, statistics/awards, etc.).
- Teacher will discuss how to transition the outline into a research paper - how writing using transition words such as *First, Second, Third* or *First, Next, Finally*, helps the reader understand the writing and also helps the author connect all the different pieces of information that he/she has gathered throughout his/her research.
- **PQ:** *We said before that we always ask what the author's purpose is. Now that you are the author, what is your purpose in writing this paper?* Teacher will discuss that each student is trying to explain and inform his/her readers about the life of the person they have selected. Students should keep this in mind while writing their papers.
- Students will be asked to complete the outline for homework, filling in the supporting details for each of the subtopics they have chosen.

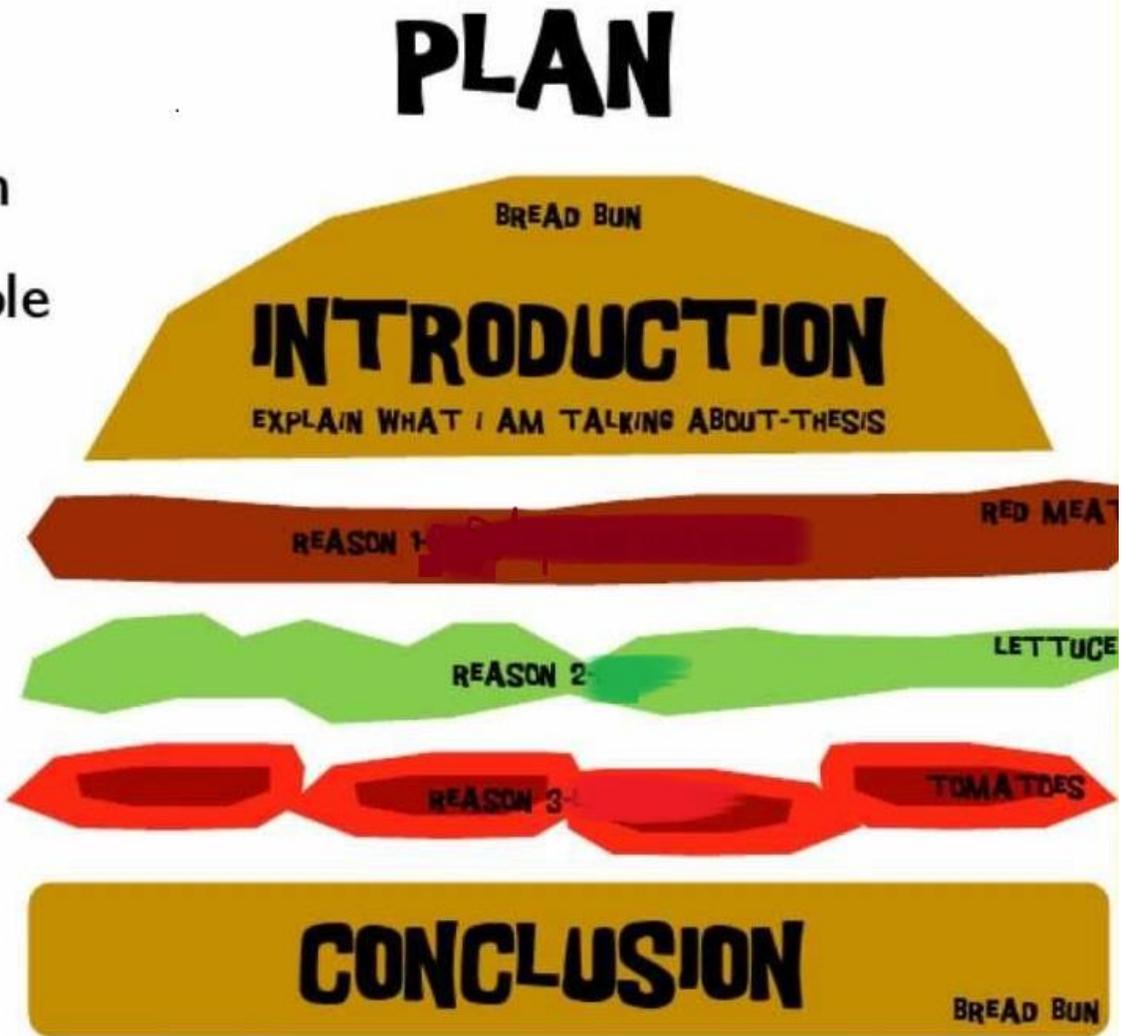
Summary:

- How can we organize all the information we have gathered throughout the research process?
- How can we create a research paper that reflects what we have learned in an organized, informational way?

Extension Activity:

- Students will complete their outlines based on the notes and information they have collected.

State
Explain
Example
Draw



modified from tappyducky.com

Outline Organizer

Topic:

- I Introduction: _____
 - A
 - B

- II Topic Paragraph 1 _____
 - A Subtopic 1
 - 1. Supporting Details
 - 2. Supporting Details
 - B Subtopic 2
 - 1. Supporting Details
 - 2. Supporting Details

- III Topic Paragraph 2 _____
 - A Subtopic 1
 - 1. Supporting Details
 - 2. Supporting Details
 - B Subtopic 2
 - 1. Supporting Details
 - 2. Supporting Details

- IV Topic Paragraph 3 _____
 - A Subtopic 1
 - 1. Supporting Details
 - 2. Supporting Details
 - B Subtopic 2
 - 1. Supporting Details
 - 2. Supporting Details

V Topic Paragraph 4 _____

A Subtopic 1

1. Supporting Details

2. Supporting Details

B Subtopic 2

1. Supporting Details

2. Supporting Details

VI Topic Paragraph 5 _____

A Subtopic 1

1. Supporting Details

2. Supporting Details

B Subtopic 2

1. Supporting Details

2. Supporting Details

VII Conclusion: _____

A

B

GRADE LEVEL: 7
Big 6 Skill: Synthesis
Lesson Topic: Google Docs

Lesson 8

One Class Period

Aim: How can we use Google Docs to create our research papers?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	7	1, 2, 3, 4, 5, 6, 7, 8, 9
SL	7	1, 2, 4
L	7	1, 2, 3, 4, 6

Motivation:

- What do you know about Google Drive?

Instructional Materials:

- How to Guide Google Drive (**Attachment 1**)

Procedures and Pivotal Questions:

- **PQ:** *What is Google Drive, and what do you know about it?*
- Teacher will explain what Google Drive is and then discuss the difference between using Google Drive and Microsoft Word for creating projects. Teacher should highlight how it creates sharable documents, how it auto saves for the user, how it allows access from any computer with Internet access, and how it makes for a paperless writing experience.
- Teacher will discuss how Google Drive has multiple platforms for creating projects, and explain how for this assignment, students will be using the *documents* feature.
- **PQ:** *Why might creating a document in Google Drive be a good option for this project rather than Microsoft Word?*
- Teacher will lead a brief discussion on the pros and cons of using Google Drive and using Microsoft Word.
- Teacher will distribute **How to Guide Google Drive (Attachment 1)** to students.
- Teacher will accept volunteers to read each of the steps aloud, discussing the significance of each step.
- Teacher will then model each step in the process illustrated on the **How to Guide Google Drive** handout on the SmartBoard, ultimately creating a sample Google Document in the process.
- Teacher will demonstrate how to upload Microsoft Word documents into Google Documents, and how to download an existing Google Document into a Microsoft Word document.
- Students will be directed to the computers to create a Google Document for their outlines for this project (their assignments from the last lesson). Students will follow the steps outlined in the **How to Guide Google Drive** handout, and they will share this document with their teacher.

- Once they have created, titled, and shared this Google Document for their outlines, students will be given the remainder of the period to transcribe or rewrite their outlines into this new Google Document.
- For homework, students will be asked to return to their Google Drives at home and create a new Google Document for their final research papers. This Google Document should be titled according to the format described on the project assignment sheet and should be shared with the teacher.

Summary:

- How can we use Google Drive for our research projects?
- What are some pros and cons for using Google Drive to write our research papers?
- What are the steps to create a Google Document correctly so that we can share with others?

Extension Activity:

- Students will create a shared Google Document for their projects on their own, at home.

Attachment 1

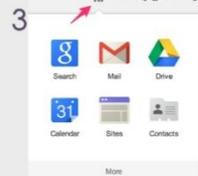
How To Guide Google Drive

Getting Started

by A. Kavanagh



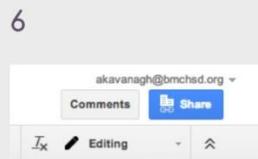
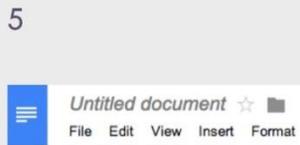
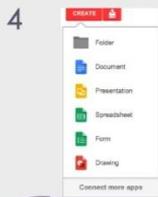
OR



ALWAYS USE CHROME

Access YOUR Google
-Bellmore-Merrick Homepage -
-Google.com
*make sure to add the @bmchsd.org on Google

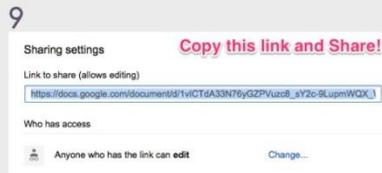
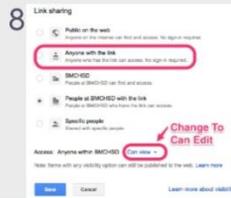
Click the files next to your username at the top righthand corner of the screen to access Google Apps such as Google Drive.



Drive Basics
Create New:
Document
Presentation
Spreadsheet
Form
Drawing

Title Your Document
Simply click where it says untitled document and type in the name of the assignment.
*do not randomly title your documents-it makes it hard to find them!

Sharing is Caring
Click the blue share button to choose the best sharing option for your document.



Choosing the Right Sharing Option

The default setting that automatically comes up is "People at BMCHSD who have the link can view."

Recommended Share Settings

Change settings to: Anyone with the link can EDIT. This will allow others to view/comment/edit.

Turn in work online!

Use the share link to turn in work and assignments on Edmodo or send in an email.



brought to you by:

it@calhoun

GRADE LEVEL: 7
Big 6 Skill: Evaluation
Lesson Topic: Evaluating Our Work and Ourselves

Lesson 9

One Class Period

Aim: How can we evaluate the work we have done?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	7	1, 2, 4, 5, 6, 7, 8, 9
SL	7	1, 2, 4
L	7	1, 2, 3, 4, 6

Motivation:

- Why Proofread?

Instructional Materials:

- Tigers handout (**Attachment 1**)
- C.O.P.S. handout (**Attachment 2**)
- Self-Assessment sheet (**Attachment 3**)

Procedures and Pivotal Questions:

- Teacher will distribute the **Tigers** handout (**Attachment 1**) to the class and have them read through it.
- **PQ:** *What do you notice about this writing? What should the author have done before turning it in?*
- Teacher will define the words *evaluate* and *proofread* and lead a discussion on both.
- **PQ:** *Why must we evaluate our work and proofread before we turn it in?*
- Teacher will discuss that evaluating our writing is more than this example illustrates; it requires the writer to go back and look at his/her notes to see if all the information in the final paper is correct and complete, and it also requires the author to look at the final paper critically to decide if it is the best he/she can do. If not, this is when writers need to edit and revise.
- **PQ:** *What mistakes do you see in this **Tiger** handout? Please give specific examples.*
Teacher will point out that the Tiger handout is riddled with mistakes, most of which could have been avoided while proofreading.
- Teacher will distribute the **C.O.P.S.** handout (**Attachment 2**) and highlight each component of the acronym.
- **PQ:** *How can following the C.O.P.S. sheet help you in editing your final research papers?*
- Teacher will explain that even the best work will not be taken as seriously as it should if it is not accurate, if it has mistakes, and if it looks bad (like the **Tiger** handout). Evaluating, revising, proofreading, and editing are all vital parts of the research process.
- Teacher will display the **Tiger** handout on the SmartBoard and will call students up to the board to edit the mistakes. The **C.O.P.S.** handout can be used as a reference.

- Teacher will explain that evaluation does not end with a well-written, revised, proofread paper; the research process itself should be evaluated as well.
- **PQ:** *Why do you think it is helpful to us as writers to evaluate ourselves on this assignment?*
- Teacher will hand out the **Self-Assessment** sheet (**Attachment 3**) to the students.
- **PQ:** *Now that you have seen what you should be looking for to assess yourself on this sheet, how do you think evaluating and assessing yourself on future projects would be helpful to you?*
- Teacher will tell students that this **Self-Assessment** sheet will be handed in with the completed research paper and will be incorporated into their grade for the project.

Summary:

- Why must we evaluate and revise our writing?
- Why must we proofread and edit our writing?
- How does assessment of oneself help us with future writing assignments?

Extension Activity:

- Students will complete the Self-Assessment sheet as part of their projects.

Attachment 1

TIGERS by national geografik

easily recognized by its coat of reddish-orange with dark stripes, the tiger is the largest wild cat in the world. the big cats tail is 3 feet (1 meter) long

the powerful predator generally hunts alone, able to bring down prey such as deer and antelope. tigers wait until dark to hunt. the tiger sprints to an unsuspecting animal, usually pulling it off its feet with its teeth and claws. if the prey animal is large, the tiger bites its throat to kill it; smaller prey is usually killed when the tiger breaks its neck. tigers have been known to eat up to 60 pounds (27 kilograms) of meat in one night, but more often they consume about 12 pounds (5 kilograms) during a meal. it may take days for a tiger to finish eating its kill. The cat eats until its full and then covers the carcass with leaves and dirt. the tiger comes back to feed some more

unlike most members of the cat family, tigers seem to enjoy water and swim well.

sum tigers live where it gets very cold—in india and parts of southeast asia. the whole species is endangered throughout its range. tigers have been overhunted for their fur as well as for other body parts that many people use in traditional medicines. Tiger's habitat has also dwindled seriously as humans have developed land for uses such as farming and logging

kids.nationalgeographic.com/animals/tiger/#tiger-swimming.jpg

CaLL the COPS!

Patrol your writing!



Capitalization

Order & Organization

Punctuation

Spelling



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Grade Level: 8
Big 6 Skill: Task Definition
Lesson Topic: Choosing and Limiting a Topic

Lesson 1

One Class Period

Aim: How can we choose and limit an appropriate topic for a research paper?

Common Core Learning Standards:

Standard	Grade	Standard Number
RI	8	2, 4
W	8	2, 5, 7
SL	8	1, 2, 4
L	8	6

Motivation:

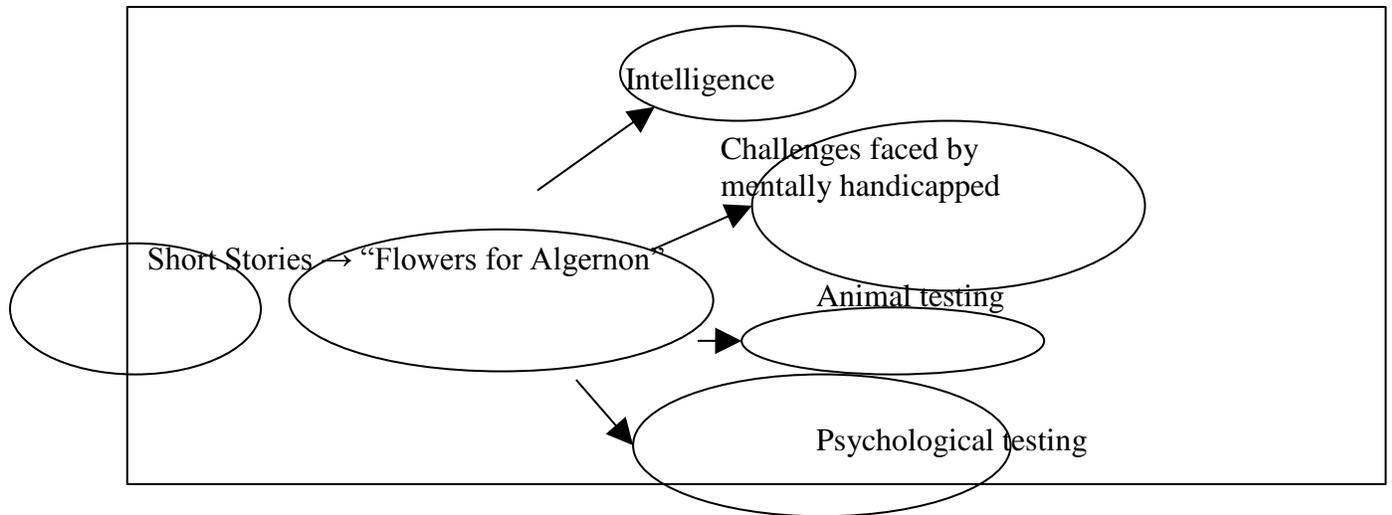
- Read the assignment. Identify at least five things you will need to do in order to complete it. (**Attachment 1**)

Instructional Materials:

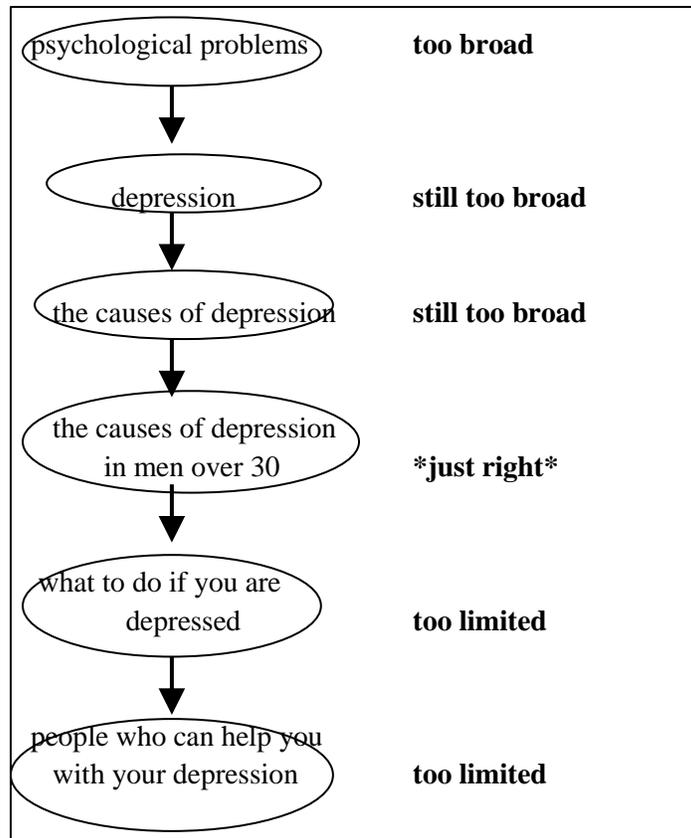
- Assignment (**Attachment 1**)
- Cluster diagram (**Attachment 2**)
- Exit Card (**Attachment 3**)

Procedures and Pivotal Questions:

- Hand out assignment (**Attachment 1**). Have students complete the Motivation.
- Go over the Motivation and write student responses on the board. These may include: *identifying a social issue, researching the issue, writing the paper, finding three sources, going to the library, “surfing” the Internet, reading books, typing, writing a works cited,* etc.
- Review the following concepts:
 - *What is a research paper?*
 - (a long, formal essay that presents information from a number of sources)
 - *What is its purpose?*
 - (*expository*-- to inform or explain; NOT to tell a story-- narrative-- nor to convince someone to do something-- argument)
 - *Who is the audience?*
 - (teacher and classmates, as well as anyone else interested in the topic)
- Circle the phrase “identify a social issue” on board. (If it isn’t there, elicit from students). Ask students to try and explain the meaning of the phrase. Remind students that the issue must come from literature read in class.
- Model the use of a cluster diagram to identify a social issue in literature:



- Group activity: Explain to students that they will now be working together to identify and list social issues connected to the literature read in class. Assign one work or genre to each group and ask students to write the genre in the center circle of a cluster diagram (**Attachment 2**), then to branch out from there, identifying issues faced or discussed in each work/genre.
- Groups take turns reporting the social issues connected to the works of literature. Students may want to draw their cluster diagrams on the board. All students should take notes, as these will be possible topics for their research.
- Explain that a *topic* must be *broad* enough so that you can find several sources devoted to it, but not too broad as to be impossible to write about in only two or three pages. Model a straight-line cluster that will help students *limit* their chosen topics:



- Ask students to identify appropriately limited topics on the Exit Card (**Attachment 3**). Give students a few minutes to complete the exercise, then collect.

Summary: In order to choose an appropriate topic for a research paper, you must pay close attention to the directions in the assignment and follow those directions exactly. Then, limit the topic by focusing until it is broad enough to research but not too broad that it cannot be covered in one paper!

Extension Activity: From your notes, choose three (3) topics that interest you (you can change your mind later, if necessary). Create a straight-line cluster for each topic until you feel it is “just right.” Your topic should move from too broad at the top to more *limited* as you approach the bottom. This may take three or more steps.

Academic Vocabulary:

identify	works cited	topic
social issue	purpose	broad
research	expository	limited
sources	audience	

Attachment 1

English 8 Research Paper Assignment

Your Task: Write a research paper that explores a social issue connected to one or more works of literature read in class this year. Your finished paper (typed, double-spaced, 12 pt. font) must be two to three pages in length. You must consult a minimum of three outside sources in order to find information, including two digital sources and one print source. You must use proper citations in your paper and attach a works cited.

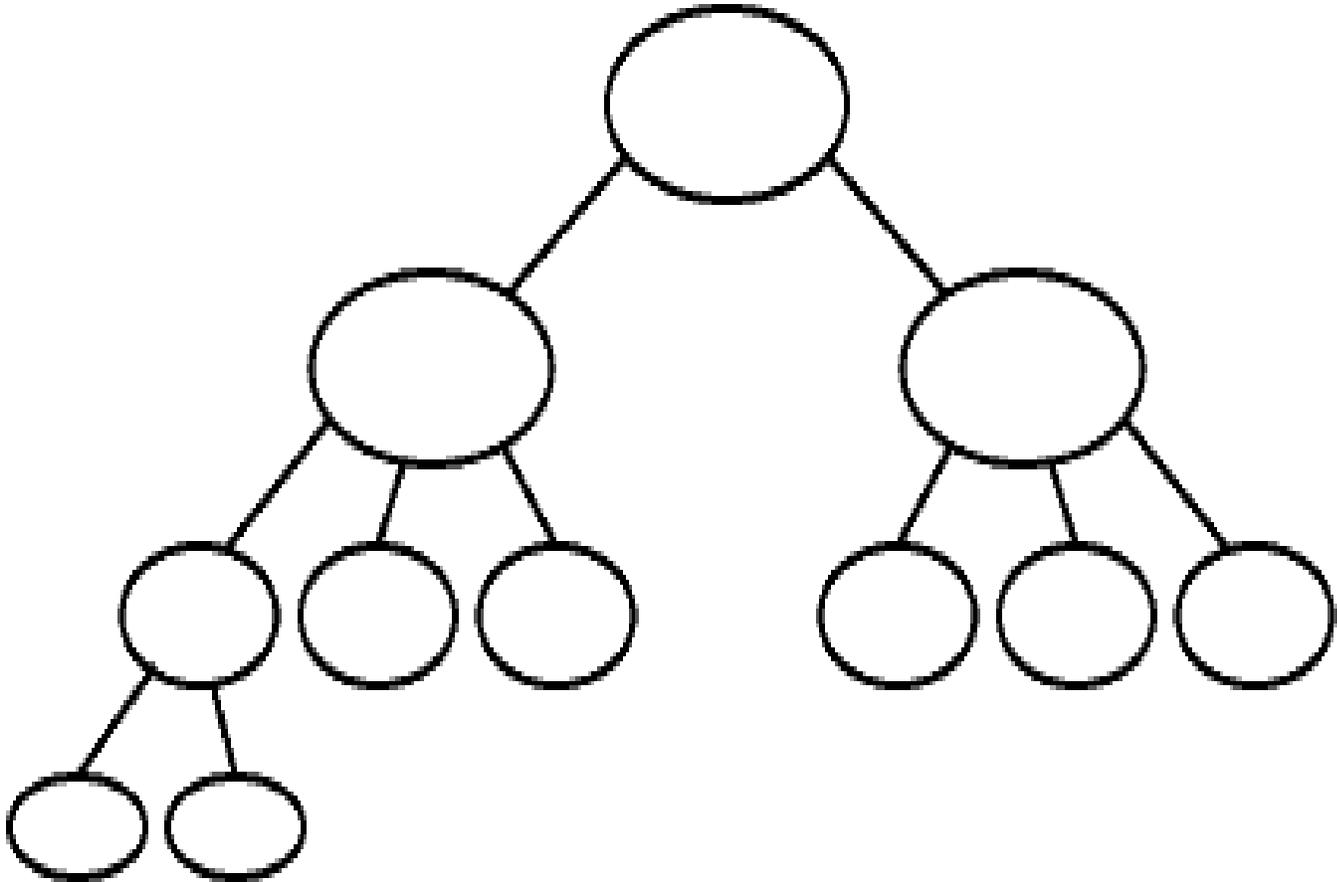
Be sure to:

- Identify a social issue from the literature we have read this year in English class
- Find at least three relevant sources of information (2 digital, 1 print)
- Organize the information in a logical order
- Write two to three typed, double-spaced pages in a 12 pt. font
- Follow the conventions of standard, written English
- Use parenthetical or in-line citations
- Write a works cited as the last page of your paper
- Proofread

Due Date: _____

NOTES

Attachment 2
Cluster Diagram



Attachment 3

Exit Card: Identifying Appropriately Limited Topics

(Source: Goldenberg, Phyllis. *A Student's Guide to Writing a Research Paper*. Sadlier-Oxford, New York: 1997.)

Name: _____

Date: _____

Directions: For each number, write the letter of the topic that is not too broad or limited, but “just right” for a 2- to- 3-page research paper. Explain your choice on the lines provided.

1.
 - a. The population of the United States
 - b. Information from the latest U.S. census
 - c. Some problems in collecting accurate information in the latest U.S. census
 - d. The number of people of Vietnamese origin living in the U.S., according to the latest census.
-
-

2.
 - a. Symbolism in Robert Frost’s “Stopping By Woods on a Snowy Evening” and “Mending Wall”
 - b. Robert Frost’s poetry
 - c. Symbolism in American poetry
 - d. The origin of the word “wall”
-
-

3.
 - a. Careers in medicine
 - b. Pros and cons of being a nurse in a hospital emergency room
 - c. The history of medicine in Europe during the twentieth century
 - d. Medical research today
-
-

4.
 - a. The career of Jackie Robinson, the first African American baseball player in the major leagues
 - b. African American baseball players
 - c. The history of baseball in America
 - d. The World Series
-
-

Grade Level: 8
Big 6 Skill: Information Seeking Strategies
Lesson Topic: Developing Research Questions

Lesson 2

One Class Period

Aim: How can we write questions to help guide our research?

Common Core Learning Standards:

Standard	Grade	Standard Number
RI	8	1, 2, 3
W	8	5, 7, 8, 9
SL	8	1, 2, 3, 4, 6

Motivation: Ask students to explain the differences among the following questions.

- “Why did the chicken cross the road?”
- “Why do chickens cross roads?”
- “How many chickens crossed the road?”

Instructional Materials:

- “KWHS” organizer (**Attachment 1**)
- Video, “The Best Kindergarten You’ve Ever Seen.”
https://www.ted.com/talks/takaharu_tezuka_the_best_kindergarten_you_ve_ever_seen?language=en#t-571704

Procedures and Pivotal Questions:

- Go over the “Do Now.” Explain that question #1 may be impossible to find out, that question #2 can be researched, and that question #3 can be quickly and easily answered by looking up a fact. Then ask which question is most appropriate for a *research question/topic* (#2).
- Return exit cards from previous day and review answers. (1.c; 2.a; 3.b; 4.a; these choices are neither too *broad* nor too *limited* for a 2- to 3-page paper.) Review the difference between broad and limited topics.
- Students will work in pairs to check the appropriateness of their own research topics. Using last night’s homework, students trade papers with their partners and identify which topics are “just right” for a 2- to 3-page paper.
- Transition to and introduce the use of research questions: A research paper is essentially an extended answer to a question. For that reason, it is important to phrase the topic as a question and to ask several other, related questions. This is done in four steps:
 - K - Write what you **know** about the topic.
 - W - Ask what you **want** to know by using *open-ended*, “*how*” or “*why*” questions.
 - H - Identify **how** you will find the information you need.
 - S - Write a list of *sources* as you find them.
- Practice “KWHS” method:

- Distribute KWHS organizer (**Attachment 1**).
- Play video, “The Best Kindergarten You’ve Ever Seen.”
https://www.ted.com/talks/takaharu_tezuka_the_best_kindergarten_you_ve_ever_seen?language=en#t-571704
- After viewing , students should freewrite what they **know** about young children in the “K” column.
- Students should then move into small groups. Together, they should write some questions about young children in the “W” column. What more do they **want** to know?
- Still in groups, students should then identify **how** they would find the information they need to answer their questions.
- Ask groups to report some of their questions and ideas for sources. Lead discussion about which questions would be appropriate for a research paper and which sources would be appropriate for this research paper. Remind students that they are required to use two digital and one print source for their assignment.

Summary: A research paper is an extended response to a question. “How” and “Why” questions are used to guide our research so that we can find *relevant, specific* information. In order to write research questions, we should follow the “KWHS” method: identify what we already know, what we want to know, and how we will find the information we need.

Extension Activity: Using a new KWHS, students should repeat the above process, completing the first three (“K,” “W,” and “H”) columns in preparation for a visit to the library.

Academic Vocabulary:

research question
broad

limited
sources

relevant
specific

Grade Level: 8
Big 6 Skill: Location and Access
Lesson Topic: Introduction to Library Resources

Lesson 3

2-3 Class Periods

Aim: How can we find the information we need in the library?

Common Core Learning Standards:

Standard	Grade	Standard Number
RI	8	10
W	8	2b, 5, 6, 7, 8, 9, 10
SL	8	1, 6
L	8	6

Motivation:

- “Calvin and Hobbes” cartoon. (**Attachment 1**)
 - Will Calvin be successful?
 - Why or why not?
 - Does he have a limited topic? A research plan?

Instructional Materials:

- “Calvin and Hobbes” cartoon. (**Attachment 1**)
- Research Plan handout (**Attachment 2**)
- SmartBoard
- Elmo (optional)

Procedures and Pivotal Questions:

- Distribute copies of the cartoon (**Attachment 1**) or show on the SmartBoard/Elmo. Ask students to answer the Motivation questions. Review the need for a limited topic and a research plan to keep focused on what the paper will actually be about.
- Introduce a visit to the library and the resources that will be available there: library catalogue, library databases and the Internet. Remind students they are required to use/cite a minimum of two digital and one print source for their papers.
- Illustrate the use of library resources on the SmartBoard (http://www.bellmore-merrick.k12.ny.us/library/library_resources). Be sure to check with librarian for passwords.
 - **library catalogue** (OPAC) - a list of the library’s print resources; use keywords related to topic to search for print sources. (Example: *bats, feeding, habitat, etc.*)
 - **library databases** - lists of digital resources; choose a *database* relevant to your topic (Example: use an online encyclopedia for *bats*); use same keywords to search for relevant articles.
 - **Internet** - use a *search engine* such as Google to type in keywords and search for relevant and reliable *websites*.

- Introduce students to the Research Plan handout (**Attachment 2**). Model the use of the organizer. (Example: *Research question, “What do bats eat?” is written in the left-hand column, information is recorded on the right. Return to left-hand column to record source information.*)

- The remainder of the period, as well as 1-2 following, should be spent in the library for location of sources.

Summary:

- In order to find the information we need for writing a research paper, we can visit the library’s catalogue and databases, and use the Internet.

- What did you learn today about the library’s resources?
- How would you use these resources for your assignment?

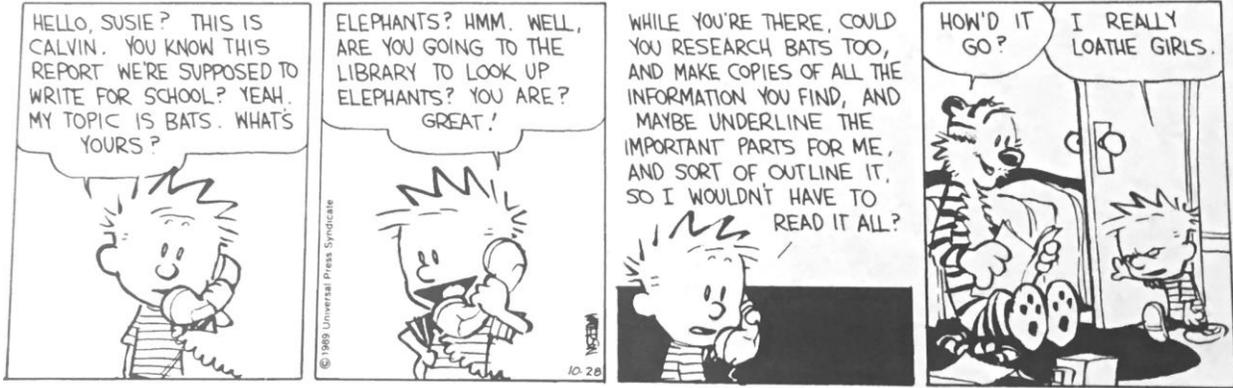
Extension Activity:

- Students will spend time writing out their research questions on the handout and locating sources in the school library.

Academic Vocabulary:

- catalogue
- database
- search engine
- website

Attachment 1
Cartoon



CALVIN AND HOBBS © 1989 Watterson. Dist. by UNIVERSAL PRESS SYNDICATE. Reprinted with permission. All rights reserved.

Attachment 2
Research Plan

Research Question	Information
<p><u>Source:</u> digital/print</p>	
<p><u>Source:</u> digital/print</p>	

Grade Level: 8
Big 6 Skill: Location and Access
Lesson Topic: Assessing Sources

Lesson 4

One Class Period

Aim: How can we tell if our sources are *reliable*?

Common Core Learning Standards:

Standard	Grade	Standard Number
RI	8	1, 6, 7, 8, 10
W	8	6, 7, 8, 9
SL	8	1, 2, 4, 5, 6
L	8	1, 3

Motivation: Students will use their own Smartphones (or other electronic devices) to quickly answer a research question: “What should I do if I am bitten by a bat?”

Instructional Materials:

- Student smartphones/devices
- Checklist for reliability of sources (**Attachment 1**)
- List of websites (**Attachment 2**)
- Laptops (1 computer per group)

Procedures and Pivotal Questions:

- Students will complete the Motivation. Ask students to raise their hands when they find the answer. Then ask where they found the information and how they know it is true.
- Ask students why we use websites as a research tool. Brainstorm and record answers on the board. Responses may include: ease of use, fast, convenient, author, title, date, updated, layout, etc.
- Introduce students to the idea that not all websites (or articles) are *reliable*. This means we can know the information on the website is true.
- Ask “Aim” question: “How do we know whether the sources we have found are reliable?” (We will be looking mostly at websites, but we can ask this question about print and digital sources as well.)
- Distribute checklist for reliability of sources (**Attachment 1**). Review with students the following information:
 - A source must be *accurate*. (Can the facts be *verified*? Are there sources listed for facts?)
 - A source should have *authority*. (Is there information about the author or publisher? Is he or she qualified to write on this subject? Is the publishing information clear, or is there contact information?)
 - A source should be *objective*. (Does the writer/publisher/sponsor have commercial interests? Is there an obvious *bias*? Is there advertising on the site?)

- A source should be *current*. (Is there a publication date? When was the site last updated? Is this a topic that does not change frequently?)
- A website's *URL* ("uniform resource locator" or *web address*) can help us determine a site's reliability:
 - .com, .net = usually commercial organizations that provide services or try to sell something
 - .org = non-profit organization, but might *endorse* a particular point of view
 - .edu = an educational institution that usually contains legitimate information
 - .gov = a government agency that provides official government information

- Introduce group activity: Students will work together on determining the credibility of a list of websites (**Attachment 2**) and reporting their findings to the class. They should look up each website and discuss within the group how accurate and credible each website seems to be. Group roles: fact checker, site finder, recorder, reporter.

- Reporters share group findings in a whole class discussion. Try to elicit responses relating to criteria discussed earlier: accuracy, verifiable facts, bias, commercial interests, timeliness, and website URL.

Summary:

- Exit response that will be collected. Complete the template:

When we research, websites are useful because _____. However, not all websites are _____. In order to check for _____, we must consider _____, _____, and _____. Otherwise, we might _____.

- Ask for student volunteers to read their completed templates aloud.

Extension Activity:

- Students will check the reliability of the sources and websites they have chosen for their individual research. They should provide a list of sources as well as a brief assessment of each and the reasons why (or why not) each source is credible and accurate (Assignment should be collected and checked.).

Academic Vocabulary

- reliable
- accurate
- authority
- objective
- bias
- current
- URL / web address

Attachment 1

Checklist for Reliability of Sources

(adapted from "How Can My Students Know If a Web Source Is Reliable?" *Tech-Ease*. University of South Florida, 2011. Web. 10 Aug. 2015.)

How Can I Know if My Sources are Reliable?

A **reliable** source is one that is **accurate, authoritative, objective, and current**. The following checklist will help you determine whether you can “trust” the sources you use to write your research paper.

Accuracy

- Can the facts be verified?
- Are there sources listed for facts?

Authority

- Is there information about the author or publisher?
- Is he or she qualified to write on this subject?
- Is the publishing information clear, or is there contact information?

Objectivity

- Does the writer/publisher/sponsor have commercial interests?
- Is there an obvious bias?
- Is there advertising on the site?

Currency

- Is there a publication date?
- When was the site last updated?
- Is this a topic that does not change frequently?

Attachment 2

List of Websites

Directions: Using the checklist and a computer, determine the reliability of each website listed below.

Group Roles

- ★ **site finder** = uses computer to type in web addresses and locate websites
- ★ **fact checker** = asks the questions needed to check for reliability
- ★ **recorder** = writes answers to questions on the checklist
- ★ **reporter** = presents the group's findings to the class

Websites

- ❖ <https://en.wikipedia.org/wiki/Bat>
- ❖ <https://in.answers.yahoo.com/question/index?qid=20140129010524AAQnDaU>
- ❖ <http://www.batcon.org/about-us/about-bci/staff>
- ❖ animals.howstuffworks.com/mammals/question668.htm
- ❖ https://batworld.org/myths_facts_page/
- ❖ http://www.si.edu/encyclopedia_si/nmnh/batfacts.htm
- ❖ <http://www.bu.edu/cecb/bat-lab-update/bats/bat-facts-and-folklore/>
- ❖ <http://www.cdc.gov/rabies/bats/education/>

Grade Level: 8
Big 6 Skill: Use of Information
Lesson Topic: Reading Sources for Information/ Writing an Objective Summary

Lesson 5

One Class Period

Aim: How can we read sources in order to summarize the information we need?

Common Core Learning Standards:

Standard	Grade	Standard Number
RI	8	1, 2, 10
W	8	2, 4, 7, 8, 9, 10
SL	8	1, 4, 6
L	8	1, 2, 3, 6

Motivation: Students will complete the skimming activity (**Attachment 1**) by using the textbook.

Instructional Materials:

- Skimming activity (**Attachment 1**)
- Class set of textbooks (*Prentice Hall Literature*, Common Core Edition, Grade 8)
- Class set of index cards

Procedures and Pivotal Questions:

- Students will complete the Motivation activity as quickly as possible. Review answers and the ways students found them (#1: “The Drummer Boy of Shiloh,” found using the Table of Contents or Index of Authors and Titles; #2: San Francisco, found using the Table of Contents or Index of Authors and Titles; #3: a three-line stanza, found using Index of Skills, Literary Analysis.) Explain that the skill they have just used is called *skimming*.
- Introduce the difference between *skimming* and reading for information:
 - *Skimming* is a very fast type of reading used when you search for specific information by using the index, table of contents, headings, or titles (example: looking for a recipe).
 - Reading for information is when you slow down, read carefully, and take notes (example: following a recipe).
 - Not every source has information that is useful for your topic. Skimming is a good way to decide whether you should take the time to read a source slowly and take notes.
- Tell students that, in order to read carefully to obtain information, they must move beyond skimming and be able to identify the main ideas in a text. Writing an *objective summary* of a text will help them organize their ideas before writing the actual research paper.
- Activity: Ask students to read the scientific article on page 187 of the textbook (“Electric Circuits and Power”). They should then work in pairs or small groups to

complete the following activity (found on page 189 [“Timed Writing, Explanatory Text: Summary”]):

- Review the article and determine its central idea. Jot down any words or phrases related to the central idea.
- Look for details to support the central idea. Jot down words or phrases for each detail.
- Expand the words and phrases you jotted down to form sentences. Use these sentences to write your summary on the index card provided.
- Remember to use your own words!
- Have two or three groups share their summaries with the class. Review the importance of slowing down while we read, taking notes, identifying main ideas and using key words without copying directly.
- Tell students they will be writing objective summaries in the “Information” column of their research plans (**Attachment 2**, Lesson 3). These summaries will be collected and checked.

Summary: In order to write an objective summary, we need to know the difference between skimming and reading for information. While skimming is a very fast type of reading, reading for information is slower and helps us take notes on the information we need to write an objective summary.

Extension Activity: Students will complete their research plans by writing an objective summary for each source. This will be collected and checked by the teacher.

Academic Vocabulary:

- skimming
- objective summary

Attachment 1

Skimming Activity

As quickly as possible find the following information in the textbook:

1. A short story by Ray Bradbury and the page it can be found on: _____

2. Where did Shirley Jackson grow up? _____

3. What is a *tercet*? _____

Grade Level: 8
Big 6 Skill: Synthesis
Lesson Topic: Writing a Thesis

Lesson 6

One Class Period

Aim: How can we write a thesis for a research paper?

Common Core Learning Standards:

Standard	Grade	Standard Number
RI	8	4, 5, 8
W	8	2, 4, 5, 7, 10
SL	8	1, 2a, 4, 6
L	8	1, 2, 3, 6

Motivation:

- Distribute or show “Calvin and Hobbes” cartoon (**Attachment 1**):
 - What is the main idea of Calvin’s book?
 - How will he prove this idea? What kinds of things do you think he will write about?
- Return student research plans (collected previously).

Instructional Materials:

- “Calvin and Hobbes” cartoon (**Attachment 1**)
- SmartBoard and computer with Internet access
- Revising Faulty Thesis Statements (**Attachment 2**)
- Writing a Thesis Statement (**Attachment 3**)

Procedures and Pivotal Questions:

- Students will complete the motivation activity (**Attachment 1**) and write down their answers to the questions.
- Ask student volunteers to share their answers. Explain that the title (“Calvin: The Shocking True Story of the Boy whose Exploits Panicked a Nation”) indicates the main idea that Calvin’s “exploits” caused panic throughout the country. The reader will then expect him to produce true examples of panic-inducing activities. His controlling idea, or *thesis*, gives the reader a preview of what the paper (or book) will be about.
 - Introduce the definition of a thesis by showing the video, “How to Write a Thesis for Beginners” as a way to model thesis writing (<https://www.youtube.com/watch?v=wCzuAMVmIZ8>).
 - Review the following qualities of a thesis statement:
 - It is a preview of what the paper will be about (but do NOT write “My paper will be about...”)
 - It states the topic but with a limited focus.
 - It is the controlling idea for a paper -
 - not a question but an answer to your research question

- a single sentence
 - located at the end of the introduction
 - expresses a confident *tone* (not “I think” or “maybe”)
- Model a strong thesis statement on board. Start with the following faulty statement and ask students how it should be fixed:
 - I think crime is too high in this country. What should be done?
 - Answers:
 - Tone is not confident (take out “I think”)
 - Too vague/phrased as a question (add a focus, such as “Americans can address the high rate of crime...”)
 - Not specific (Add a focus, such as “...by forming neighborhood watches and working with police.”)
- Activity: Students work in pairs or small groups to complete the handout on revising faulty thesis statements (**Attachment 2**). Students discuss the faults of each thesis statement and then come up with new ones.
 - Whole group discussion of *revised* thesis statements. (Answers: #1 - lacks a limited focus and confident tone; #2 - phrased as a question. #3 - too vague; #4 - too vague, lacks a limited focus; #5 - lacks a confident tone, too vague.)

Summary:

- Explain that a strong thesis statement is the solid foundation for a strong paper:
 - Everything that is written in the research paper must prove the thesis.
 - Strong thesis statements possess the qualities described above.
- Students complete the following template:

A thesis is _____. Its purpose is to _____. A strong thesis will _____, _____, and _____. A thesis is/does NOT _____.

- Ask for student volunteers to read aloud.
- Collect all responses.

Extension Activity:

- Students will write thesis statements for their own research papers (**Attachment 3**).
- Collect students’ thesis statements, so they can be checked; teacher may devote one extra class period to conferencing with students about their thesis statements before moving to Lesson 7.
- Ask students to bring their research plans/summaries to the next class.

Academic Vocabulary:

- thesis
- purpose
- tone
- revise

Attachment 1

Motivation

“Calvin and Hobbes” (© 1989 Watterson. Dist. by UNIVERSAL PRESS SYNDICATE.)



Attachment 2

Revising Faulty Thesis Statements

Directions: With your partner(s), read and discuss each of the following thesis statements. Then revise each so that it meets the guidelines discussed in class.

1. *The purpose of my paper is to tell you about how sports stars make too much money.*

What's wrong? _____

Revised: _____.

2. *How does the amount of time teenagers spend online affect their grades?*

What's wrong? _____

Revised: _____.

3. *E-mail is very important in today's world.*

What's wrong? _____

Revised: _____.

4. *Animals are our friends and can be trained to help us.*

What's wrong? _____

Revised: _____.

5. *I think the most important decision a teenager faces is what to do in the future.*

What's wrong? _____

Revised: _____.

Attachment 3

Writing a Thesis Statement

Name: _____

Directions: Using your research plan, summaries, and KWHS, identify the following and use it to write a confident, specific, limited thesis statement.

Topic: _____

Focus: _____

Research Question(s):

- _____
- _____
- _____

***Thesis:** _____

Grade Level: 8
Big 6 Skill: Synthesis
Lesson Topic: Writing an Outline

Lesson 7

Two Class Periods

Aim: How can we analyze information from our notes in order to write an outline for a research paper?

Common Core Learning Standards:

Standard	Grade	Standard Number
W	8	2a, 5, 7, 10
SL	8	1, 4, 6
L	8	1, 2, 3, 6

Motivation:

- Students should write an answer to the question on the board (“Do Now: How is a thesis like an umbrella?”).
- Return students’ thesis statements (collected and checked previously).

Instructional Materials:

- Unity exercise: “What Fits (and What Doesn’t)?” (**Attachment 1**)
- Umbrella organizer (**Attachment 12**)

Procedures and Pivotal Questions:

First Period

- Students will write an answer to the “Do Now” question. Ask volunteers to share their responses. Remind students that, just as an umbrella covers you and keeps you dry in the rain, a thesis statement covers all the main ideas of a paper and keeps it safe from outside, irrelevant information. This is called *unity*.
 - Unity exercise (**Attachment 1**). Students should complete the exercise, identifying which information fits and which would hurt the paper’s unity. After several minutes, conduct a class discussion (Answers - 1. ✓ 2. X 3. ✓ 4. ✓ 5. X 6. ✓ 7. X).
 - Ask students to take out their research plans (**Attachment 2**, Lesson 3). Distribute an umbrella organizer (**Attachment 2**) to each student. Using the umbrella, students should check to be sure that their sources will maintain the unity of their research papers/thesis statements. Have students copy their corrected thesis statements onto the opened umbrella on the organizer. Then, they should organize items of information according to relevancy (relevant items inside the scope of the umbrella, irrelevant items outside). Teacher should circulate to assist students with questions and check progress.
 - Pair-share. Once students have completed their “umbrellas,” they can write one question to ask a partner (such as “Should I include information about the history of photography?”). Students then take turns explaining their umbrellas to their partners and then asking their partners to answer their question.

- **Summary** of Day 1: In order to maintain unity, all information in your paper must fall within the “umbrella” of the thesis statement, which is the main, controlling idea.

Second Period

- Once students have sorted the items of information on the organizer, they are ready to begin writing a formal outline for their research papers:
 - An *outline* is used to arrange topics and information in a logical, *coherent* way, so the paper is organized and makes sense to the reader.
- On the board, show the correct outline format:

I. Thesis: _____

II. First main idea

A. first example/item of information

1. additional, related information

2. “ “ “

B. second example/item of information

III. Second main idea

etc.

- Students should note the following:
 - A number or letter will precede each section of the paper.
 - Indentations show the importance of each item or idea.
 - Headings/ideas must be *discrete* (entirely separate, not overlapping or duplicating each other).
 - Students must *analyze* the information they have in order to identify what their main ideas will be.
- Activity: Analyzing a topic to write main ideas. Students work in groups, using imagination and common sense, to write possible main ideas that might be covered in a research paper. There are no right or wrong answers, except that they must be related to the topic given. One topic per group:
 - How to increase your wealth
 - Electric cars
 - The best things on television today
 - Movies that should never have been made
 - How advertisers persuade us to buy products
 - When you know you need a vacation
- Whole group discussion of sample main ideas. One student from each group should report to the class.
- Students may begin writing outlines for their own research papers, analyzing their research and following the format on the board.

Summary: A successful research paper has unity and coherence, meaning it is concerned with only one topic and is organized so that it makes sense to the reader. This is achieved by analyzing information carefully and then putting it into an outline.

Extension Activity: Students will continue working on their outlines at home. These will be collected and checked for unity and coherence.

Academic Vocabulary:

- analyze
- unity
- scope
- relevant/irrelevant
- outline
- coherent
- discrete

Attachment 1
Unity Exercise

What Fits (and What Doesn't)?

Directions: Put a check in the blank for items for information that fit the thesis written below. For items that do not fit and will hurt the paper's unity, put an X in the blank.

Thesis: *Matthew Brady was a photographer whose photographs captured the spirit and history of the Civil War.*

- _____ 1. Brady was almost blind; his assistants took most Civil War photos.
- _____ 2. the history and development of photography
- _____ 3. Brady was authorized to accompany Union troops and document the war
- _____ 4. Brady's quote about going to Bull Run: "A spirit in my feet said 'Go' and I went."
- _____ 5. Walt Whitman wrote several poems about the Civil War.
- _____ 6. Brady's portrait photographs of Abraham Lincoln
- _____ 7. Causes of the Civil War

Adapted from Goldenberg, Phyllis. *A Student's Guide to Writing a Research Paper*. Sadlier-Oxford, New York: 1997.

Attachment 2 – Umbrella Organizer



Grade Level: 8
Big 6 Skill: Synthesis
Lesson Topic: Writing a Rough Draft

Lesson 8

One Class Period

Aim: How can we synthesize information from an outline into a rough draft of a research paper?

Common Core Learning Standards:

Standard	Grade	Standard Number
W	8	2, 4, 5, 7, 10
SL	8	1, 4, 6
L	8	1, 2, 3, 6

Motivation:

- Students will complete a brief exercise that helps them expand topics into sentences (**Attachment 1**).
- Return student outlines

Instructional Materials:

- Motivation activity, “Topic to Topic Sentence” (**Attachment 1**)
- Sample outline (**Attachment 2**)
- Set of large index cards
- Elmo (projector)

Procedures and Pivotal Questions:

- Students will complete the Motivation. Go over student-generated topic sentences by asking for student volunteers. Remind students that a *topic* is simply the subject of a paragraph; a *topic sentence* is the idea you attach to that subject.
- Today we will spend some time writing topic sentences and using them to create paragraphs. Tell students that, in order to complete their outlines, they had to *analyze* the information obtained during their research. Today they are going to *synthesize* that information in order to write the paper.
 - *Synthesis* - the combination of separate ideas to form a unified whole.
 - Illustrate the way that the sections of an outline correspond to the parts of a paragraph:
 - Roman numerals (I, II, III, etc.) represent the paragraphs or main sections of the paper.
 - “I” is the *introduction* and contains the thesis
 - *body paragraphs* begin with “II.”
 - *conclusion* re-states the thesis and sums up the main points of the paper, but may not be included in the outline.
 - Capital letters (A, B, C, etc.) represent the *details* or examples used in each paragraph.

- Arabic numerals (1, 2, etc.) represent related information or *commentary* that helps *clarify* each detail.
- Explain that the outline contains only the topics and bits of information that will be used in the paper. To synthesize them into a rough draft, students will need to *expand* those ideas into full sentences and paragraphs.
- Model the skill on the board using Roman numeral “I” on the outline (**Attachment 1**). Show how a thesis can become a full introduction.
- Activity: Students will work in small groups to develop body paragraphs based on sections of an outline. Each student receives a copy of the outline and sample outline (**Attachment 2**) and a large index card. They should read an assigned portion of the outline (sections are separated by boxes) and expand the ideas/topics listed into full sentences that form a complete paragraph on the index card.
- When the groups are finished, collect their paragraphs and place them onto the Elmo. Have a representative from each group read the completed paragraph to the class. In this way, students will see and hear the completed body paragraphs. Teacher will reproduce all paragraphs, as well as a sample introduction and conclusion, in a handout that will serve as a model as students write their own rough drafts.

Summary: A successful research paper is one that has been synthesized from an outline into a coherent whole. Each section of the outline represents a section of the paper, but ideas must be expanded into full sentences.

Extension Activity: Students will receive the model paper and have five days to write and type their rough drafts at home.

Academic Vocabulary:

topic	introduction
topic sentence	body paragraph
analyze	conclusion
synthesize / synthesis	detail
expand	commentary

Attachment 1

Motivation activity

Topic to Topic Sentence

Directions: Expand each of the following words into a complete sentence that expresses an idea.

Example: reading → "Since the invention of the television, reading has lost its popularity."

1. movies → _____

2. volcanoes → _____

3. bullying → _____

Attachment 2
Sample Outline

I. Why the movie *The Wizard of Oz* remains an enduring classic

II. Its setting

- A. takes place in Kansas
 - 1. a real place
 - 2. uninteresting
 - 3. black and white
- B. also takes place in Oz
 - 1. fictitious
 - 2. colorful
 - 3. cut off from real world

III. Its plot

- A. begins and ends in Kansas
 - 1. cyclone carries Dorothy away from her home
 - 2. she learns to appreciate her life
 - B. fantastic adventures
 - 1. each place teaches a new lesson
2. Dorothy must escape danger

IV. Its characters

- A. Dorothy
 - 1. girl as a hero
 - 2. learns she is brave, caring, intelligent
- B. Scarecrow, Tin Man, Lion
 - 1. each represents one of Dorothy's traits
 - 2. sympathetic to Dorothy's struggle to return home

V. Its conflicts

A. Dorothy vs. the Wicked Witch

1. battle between good and evil
2. external conflict

B. Dorothy vs. herself

1. struggle to understand her own power
2. internal conflict

VI. Its themes

A. There's no place like home

1. even a place as "gray" as Kansas can be beautiful
2. friends and family are what make a place a home

B. Self-sufficiency

1. Dorothy had the power to get home the whole time
2. all characters already possess the gifts they seek to receive

(adapted from Goldenberg, Phyllis. *A Student's Guide to Writing a Research Paper*. Sadlier-Oxford, New York: 1997.)

Grade Level: 8
Big 6 Skill: Synthesis
Lesson Topic: Parenthetical Citations and the Works Cited

Lesson 9

One Class Period

Aim: How and why do we *cite* information in a research paper?

Common Core Learning Standards:

Standard	Grade	Standard Number
RI	8	1
W	8	2a, 7, 8
SL	8	1, 6
L	8	1, 2, 3, 6

Motivation:

- Students will watch a brief video on a situation involving plagiarism, “Funny but teaches about plagiarism” (<https://www.youtube.com/watch?v=hdOYE-FLNuo>). After watching, students will jot down their ideas about copying from someone else and the consequences of doing so.

Instructional Materials:

- SmartBoard with computer and Internet access
- Class set of textbooks (*Prentice Hall Literature*, Common Core Edition, Grade 8)
- Sample Works Cited (**Attachment 1**)
- Format for Parenthetical Citations (**Attachment 2**)

Procedures and Pivotal Questions:

- Students will complete the motivation and share their answers.
- Define *plagiarism*: presenting someone else’s ideas, research, or opinion as your own-- even if you have phrased it differently. Explain that we must avoid plagiarism in order to get *credit* for our work, and ask students how they think plagiarism can be avoided. (Answers may include using quotations and crediting the original author/source.)
- Explain that there are two ways of *crediting* sources in a research paper, and students must use both:
 - through a *works cited* at the end of the paper
 - by using citations within the paper
- Explain the Works Cited:
 - definition: a list of all sources that are “cited” in your paper
 - alphabetical order
 - follows MLA-style format
- Distribute textbooks (1 per student) and ask students to turn to page R35 (“MLA-Style for Listing Sources”). Briefly guide students through the categories listed on the left (“Book with one author,” “Internet Web page,” etc.). Students should take out their research plans and spend a few minutes identifying the types of sources they are using.

Then, students will follow citation guidelines in the textbook to create correct citations for their sources. Teacher circulates and answers questions.

- Brief class discussion on types of sources. Remind students that their works cited list should be alphabetized by the first letter of each source citation (for example, an article entitled “Washington’s Presidency” would follow a book by Smith, Joseph).
- Distribute the sample works cited (**Attachment 1**) as a guide for students to use when writing their works cited.
- Transition: The works cited is the first way we credit sources, at the end of the research paper, but how do we credit sources within the paper? The answer is *parenthetical citations*.
- Explain parenthetical citations: a shortened version of the source citation that is enclosed by parentheses and placed within a sentence. **Attachment 2** explains the format for parenthetical citations. Distribute and review Attachment 2.
- Activity: How would you write parenthetical citations for these works? Using the textbook, students will work in pairs to write a parenthetical citation for each work listed on page R35. After several minutes, review answers:
 - (Pyles 1)
 - (McCrum, Cran, and MacNeil 1)
 - (Truth 1)
 - (Donald et al. 1)
 - Question: What does the number represent? (page)
 - (Hawthorne)
 - (Washington)
 - (Askeland)
 - (Wallace)
 - (Gustatitis)
 - (Thurrow)
 - Question: Why don’t these citations contain page numbers? (page numbers are given in the works cited; therefore, no need to list them in the paper)
 - (“Selective Silence”)
 - (Ertman)
 - (“Diary of Anne Frank”)
 - (Simms)
 - (“Washington’s Crossing”)
 - (“Fun Facts”)
 - (Smith)
 - Question: Some of these citations contain authors’ names and some don’t. How do you know when to list the name and when not to? (list the name if it is given; if not, use keywords from the first words of the citation)

Summary: When writing our research papers, we must remember to cite all sources in order to give credit to the authors whose work we rely on and to avoid plagiarism. There are two ways to give credit: a works cited page at the end of the paper and parenthetical citations within the paper. Both follow MLA-style format.

Extension Activity: Students will complete the activity for writing correct citations (**Attachment 1**) and then write parenthetical citations for their own papers by following the guidelines on **Attachment 2**.

Academic Vocabulary:

plagiarism

credit / crediting

works cited

parenthetical citation

Attachment 1
Sample Works Cited

Works Cited

double-
spaced

“Fun Facts About Gum.” NACGM site. 1999. National Association of
Chewing Gum Manufacturers. Web. 19 Dec. 1999.

Minority Report. Dir. Steven Spielberg. Perf. Tom Cruise, Colin
Farrell. DreamWorks Pictures, 2002. Film.

alphabetized

Pyles, Thomas. *The Origins and Development of the English
Language*. 2nd ed. New York: Harcourt, 1971. Print.

Simms, James, ed. *Romeo and Juliet*. By William Shakespeare.

Oxford: Attica Cybernetics; London: BBC Education; London:
Harper, 1995.

2nd + line of each
citation is
indented

“Top Chili Recipes.” Food Network. 2014. Web. 9 May 2014.

Wilfrid, John. “Was Troy a Metropolis? Homer Isn’t Talking.” *New
York Times*. 22 Oct. 2002: D1+. Print.

follows the MLA-Style
for Listing Sources

Directions: Following the samples in the MLA-Style for Listing Sources, on p. R35 in your textbook, correct the following Works Cited entries.

1. (a book with one author)

Williams, Trevor. "The History of Invention." © 1987. New York, Facts on File.

2. (a newspaper article)

"Top Crop of Free Agents Ripe for the Picking" by David DuPree. USA Today. July 9, 1996. Page 3C.

3. (a work from a library subscription service)

National Geographic, August 1986 issue, pages 194-225. "The Quest for Ulysses," by Tim Severin. *Kids Search*. EBSCO. New York Public Library found on May 19, 2015.

4. (an Internet site)

National Security Archive. "The Cuban Missile Crisis" published by George Washington University in 1996. Accessed on December 28, 2014.

<http://www.seas.gwu.edu/nsarchive/nsa/cuba_mis_cri/cmchron4>

Attachment 2

Format for Parenthetical Citations

Parenthetical Citations

When using crediting sources within the body of your research paper, follow these guidelines:

A source with an author: write only the author's last name (Smith).

A book: add only the page numbers (Smith 37).

A source with more than one author: list both authors and pages if possible (Jones and Smith 156).

If the author wrote more than one of your sources: clarify which source by listing author and title (Smith, Full-Scale Blockade, 37).

A source with no author listed: use a keyword from the title ("Blockade").

An Internet source with no author or title: use the first word(s) of the citation ("Blockades in History").

Use the following space to create parenthetical citations for your sources:

1. _____
2. _____
3. _____
4. _____

GRADE LEVEL: 9
Big 6 Skills: Task Definition; Use of Information
Lesson Topic: Analyzing & Understanding an Opposing Viewpoints or Pro and Con Argument

Lesson 1

One Class Period

Aim: How can we breakdown and analyze an opposing viewpoint (pro and con) argument?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	9	1, 2, 4, 5
W	9	1, 2, 7
SL	9	1, 2, 3
L	9	1, 2, 3, 4, 6

Motivation:

- Do you know that Americans throw away tons of food every year? Check out the chart from the FDA and see which excuses seem to make sense and which may not. List at least one fact and write a quick response to include your opinion. (**Attachment 1**)

Instructional Materials:

- FDA Food Chart (**Attachment 1**)
- *Washington Post* article (**Attachment 2**)
- H.W. Questions (**Attachment 3**)
- Pros and Cons Analysis Worksheet (**Attachment 4**)

Procedures and Pivotal Questions:

- Students will read over and respond to the chart (**Attachment 1**) as an activity to spark thoughts about the day's topic and to glean more information. Once they are finished writing, students will share a few responses with the class.
- Transition: Last night for H.W. you were asked to read an article on what the author calls "food snobbery" (**Attachment 2**). Take a minute to *think:pair:share* your responses to the H.W. questions (**Attachment 3**).
- Students will share and discuss the H.W. responses in pairs, the teacher will then post the correct answers on the board for everyone to review.
- Students will then complete the Analysis handout to plot out the pros and cons of disposing of food presented within the text and the chart (**Attachment 4**). They will also review and discuss the use of rhetorical appeals, evidence and claims and briefly evaluate the sources. *Teacher may wish to post quick review definitions for ethos, logos, pathos, evidence and claim on the board from the BMCHSD argumentation unit.
- Full class discussion to share ideas and wrap up. End discussion by filling in *Pros and Cons* for the definition at the conclusion of the analysis sheet.

Summary:

- 1) What is a good example of a rhetorical appeal from our texts that stands out to you?

- 2) What seems to be a strong claim for **or** against throwing away food?
- 3) What do you call an argument that attempts to cover multiple sides in favor or against an issue? (Opposing Viewpoints or Pro and Con)

Input: We will be conducting an Opposing Viewpoints research paper on an issue of importance to you. Keep in mind though that our goal is for everyone to select a topic that is important and affects the majority of Americans. You will begin brainstorming tonight for H.W.

Extension Activity: Read p. 1292-1297 in the *9th Grade Literature* textbook (hard copy or online). Select a pro/con topic of interest to you and create a brief pro/con chart as presented on p. 1294 in the textbook.

Attachment 1

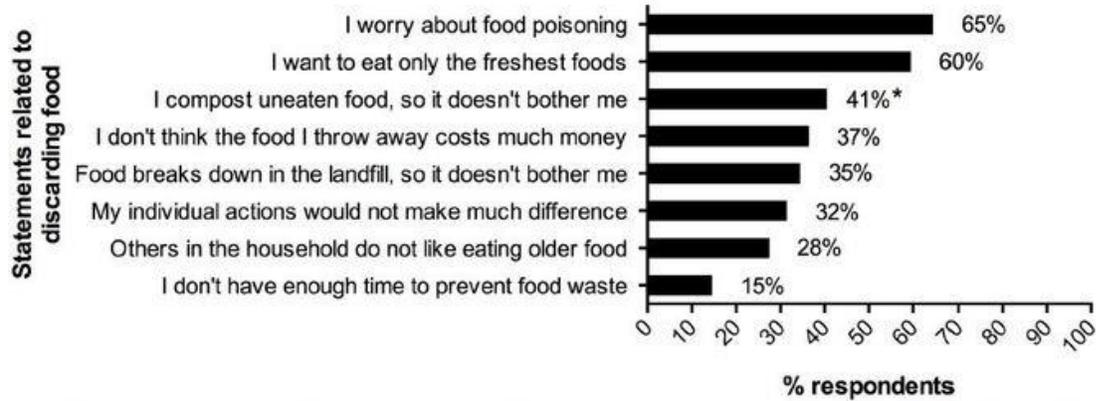


Fig 2. Agreement with Statements Related to Discarding Food. Responses regarding eight possible reasons for discarding food. Percentages indicate the proportion of respondents who chose each response. * Restricted to respondents reporting in a separate question that they compost at least some of their food; percentages for all other motivations reflect the entire sample.

This chart lists the most common excuses for throwing away food in order of popularity.

Source: *Flickr/USDA*

Attachment 2

Food snobs throw good produce into the garbage

Tuesday, June 16, 2015

By ROBERT A. FERDMAN - *The Washington Post*

What a drag it is, eating kale that isn't as crisp as it was when first plucked from the ground. Squash that's a few days old, too — it isn't bad, but it could be better. It could be one day old. Or not old.

A new study, published this week by a team of researchers at Johns Hopkins University, found that Americans are pretty picky about what gets to stay in their refrigerators. One of the most -5 common excuses for tossing out food is that people “want to eat only the freshest food.” The other widely cited reason is a fear of food poisoning.

An *FDA* chart lists the most common excuses in order of popularity. Most of them have a tinge of privilege — where people feel comfortable throwing out food that's likely still edible, just because they can afford to. -10

This sort of fussiness over food, which has become increasingly prevalent here in the United States, can be a good thing. It has, after all, fostered a growing appreciation of fresh fruits and vegetables, which has in turn helped support smaller family farms, many of which have fallen victim to the modern day food system. But caring too much about how green an avocado is or how many days it has been since a peach was first picked by a farmer can also be a very bad -15 thing, especially when it encourages people to throw out perfectly edible things because they aren't fresh enough by their newfound standards.

The amount of food that goes to waste in the United States has ballooned in recent years. In 2012, the nearest year for which estimates are available, Americans threw out roughly 35 million tons of food, according to the Environmental Protection Agency. That's almost 20 percent -20 more food than Americans tossed out in 2000. Roughly half of all food waste comes from families and other individuals (as opposed to businesses).

The problem is often attributed to the unreasonable standards we have set for foods sold commercially. Several studies have pointed to this very inefficiency, whereby consumers mistake cautionary labels for full-stop warnings about foods. -25

This most recent research confirms that food poisoning is indeed on many people's mind. But it also suggests that food snobbery isn't helping either. There are legitimate reasons, after all, to throw away food. “I am above this less than ideal apple,” however, isn't one of them.

Attachment 3

Reading Questions: Select the *best* answer for each.

1. The author's tone in the first paragraph can best be described as:
1) content 3) indifferent
2) sarcastic 4) furious

2. Two of "the most common excuses for tossing out food" mentioned in the second paragraph provide the readers with all of the following except:
1) research 3) a definition
2) a contrast 4) a rationale

3. The noun "privilege" in the third paragraph suggests that Americans discard food because we are:
1) financially stable 3) confused
2) irresponsible 4) prudent

4. The author mentions family farms in order to show that throwing away older food can:
1) be just plain wasteful 3) lead to improved health
2) harm family businesses 4) have benefits for some

5. The article mentions a percentage on line 15 in order to emphasize the idea that:
1) Progress is being made. 3) Waste is rampant.
2) Farms are producing more. 4) Fresh food is popular.

6. A main idea found within lines 24-25 is that:
1) It's better to be safe than sorry. 3) Fresh food is the ideal.
2) Expiration dates are suggestions. 4) Shopping can be
overwhelming.

7. The author uses the phrase: "food snobbery" to suggest that:
1) We should be less picky when it comes to food.
2) We deserve to eat only the freshest foods.
3) Learning how to judge food takes knowledge.
4) Just about anything on the menu is edible.

Attachment 4

How can disposing of food be prudent, and how can disposing of food be wasteful?

Directions: List three pieces of evidence from a combination of the text and chart showing that disposing of food can be prudent and three pieces of evidence showing that it can be wasteful. * Please cite sources, line #'s, etc.

How can disposing of food be prudent?	How can disposing of food be wasteful?
1.	1.
2.	2.
3.	3.

The Chart: Which of our *Rhetorical Appeals* seems to fit most with this source? (*Ethos, Logos, or Pathos*) Briefly explain why by referencing the evidence.

What is a claim that you can make based upon the information presented in the USDA's chart (**Attachment 1**)?

The *Washington Post* Article (Attachment 2): Which of our *Rhetorical Appeals* seems to fit most with this source? (*Ethos, Logos, or Pathos*) Briefly explain why by referencing the evidence.

What is a claim that you can make based upon the information presented in the article (**Attachment 2**)?

Evaluate the sources. Is there a side that seems to be presented more strongly through the two sources? - Explain.

Based on the following **definition**, what sort of an argument have we been looking at today?

plural noun: the various arguments in favor of and against a motion, course of action, etc.

***Source:** *Dictionary.com*

GRADE LEVEL: 9
Big 6 Skills: Information Seeking Strategies; Location and Access; Evaluation
Lesson Topic: Evaluating Web Sources

Lesson 2

Two Class Periods

Aim: How can we evaluate the reliability and credibility of Internet web sources?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	9	1, 2, 4,
W	9	1, 2, 7, 8, 9
SL	9	1, 2, 3
L	9	3, 4, 6

Motivation:

- **Do Now:** What are some opposing viewpoints that might have a major impact on our lives?

Instructional Materials:

- 9th Grade Literature Textbook
- Computers to access appropriate online sources
- Web Source Evaluation Checklist (**Attachment 1**)
- Opposing Viewpoints Research Project (**Attachment 2**)

Procedures and Pivotal Questions:

- Students will respond to the **Do Now** by volunteering responses from the previous night's H.W. which the teacher will list on the board.
- What are some of the major differences between print and online sources? How can we judge the validity of various types of sources?
- Students will read p. 1295-7 in the 9th grade Literature book and answer the *Close Read* questions in their notebooks. Class will then quickly review the reading and responses.
- Students will then utilize the computers to locate at least **two** valid online source on their opposing viewpoints topics.
- Students will complete the web source validation worksheet found for each source and attach it to the printed web article - or save electronically (**Attachment 1**). The **original, modified source can be found as a pdf here:**
<http://www.lib.umd.edu/binaries/content/assets/public/usereducation/evaluating-web-sites-checklist-form.pdf>
- Teacher will distribute the Opposing Viewpoints Research Project and will post due dates and fill-in info. for students to copy from the board. (**Attachment 2**)

Summary:

- 1) How can we determine if a web source is valid and worth putting to use in our research?
- 2) Who came across a source that was not useful? How did you figure it out?
- 3) Who, on the other hand, located a really good source? How did you determine this?

Extension Activity: Read over the project. Have it signed by a parent or guardian. Read p. 1298-1307 in the Literature textbook on research sources. Create a shortlist of four different sources you might use for your project.

Attachment 1

Evaluating Web Sites: A Checklist

Why evaluate web sites? No one officially judges the quality or accuracy of information found on the World Wide Web before it is published, so you must evaluate what you find for yourself. Some sites are created by experts; for example, the original creators of this checklist were librarians from the University of Maryland who have expertise in the field of information science. However, most World Wide Web sites are designed and written by non-experts.

Directions:

1. Carefully read through and answer each question on this form.
2. After filling it out, print it and staple it to the web source you evaluated.

What is the URL or web address of the web site you are evaluating?

http://

What is the **title** of the web site? _____

Authority and Accuracy: It is important to find out who, or what organization, authored the web site in order to figure out the level of expertise so that you can judge the reliability and credibility of the information.

Who is the author of the web site?

_____ I couldn't tell **The author is:** _____

What authorship clues did the URL (web address) provide? Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> company (.com) | <input type="checkbox"/> non-profit organization (.org) |
| <input type="checkbox"/> academice institution (.edu) | <input type="checkbox"/> country-specific site (e.g., .uk) |
| <input type="checkbox"/> U.S. government agency (.gov) | <input type="checkbox"/> personal web page (e.g., www.jamieoliver.com) |
| <input type="checkbox"/> U.S. military site (.mil) | <input type="checkbox"/> network of computer (.net) |

Overall, does this seem to be a valid, expert source? - Please explain below.

Purpose and Content: Take the time to carefully explore a web site in order to figure out if the information is mostly opinion, facts or mixed. The site may have another agenda, other than to spread factual information. For example, it may be promoting a viewpoint or selling something. Check it out, and be informed.

Source: University of Maryland Libraries, Feb. 2014

What is the purpose of the web page or site? Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> A personal web page | <input type="checkbox"/> A company or organization site |
| <input type="checkbox"/> A forum for educational / public info. | <input type="checkbox"/> A forum for scholarly / research info. |
| <input type="checkbox"/> For entertainment | <input type="checkbox"/> To advertise or sell products |
| <input type="checkbox"/> A forum for ideas or opinions | Other: Please explain. |

In your own words, briefly describe the **purpose** of the web site.

What sort of content does the web site provide? Circle one:

- | | |
|--------------------------------|---|
| <i>Balanced, factual info.</i> | <i>Mainly one-sided opinion statements</i> |
| <i>Both opinions and facts</i> | <i>I couldn't tell.</i> <i>Other: Please explain.</i> |

Currency: How often a web site is updated tells us whether it is current or not, which is its currency. A site that provides historical information, such as one on the biography of George Washington, doesn't need constant updating, but a site that tells news stories certainly does. Check out the currency of your source, and see if it is up-to-date.

When was the web site last revised or updated? Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> The site was recently updated. | <input type="checkbox"/> It doesn't appear to be maintained. |
| <input type="checkbox"/> The site has broken or "dead" links. | <input type="checkbox"/> The site has a published date. |

Overall, is currency important to the type of information on this site? - Please explain below.

Design, Organization, and Ease of Use: How well a website works is an important consideration. If it is slow to load or difficult to navigate, its usefulness can be lost. Judge your source.

How does your source appear and function overall? Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Well designed and organized | <input type="checkbox"/> Poorly designed and organized |
| <input type="checkbox"/> Easy to read and navigate | <input type="checkbox"/> Difficult to read and navigate |
| <input type="checkbox"/> Help screens are available | <input type="checkbox"/> Help screens are not available |
| <input type="checkbox"/> A search feature/ site map is available | <input type="checkbox"/> A search feature/ site map is unavailable |

Give your overall assessment of this source. Will you be using this site for your project? Why or why not?

Attachment 2

Name _____
Opposing Viewpoints

Date _____
English 1: Research Project

Arguing from Different Perspectives

America is a country that was founded upon controversy and debate. In fact, our country continues to progress because of debate and pressure from citizens who raise opposing viewpoints. It is your mission to select one major issue that is being debated in our world today. Please choose a topic that is important, in that it affects many people, and is important to you.

Objective:

Write a well-developed essay that argues at least two sides of an important issue. Also, be sure to choose a side by the conclusion of your essay.

Requirements:

- **4-6** credible **sources** consisting of **both** print and electronic sources (**must be attached to essay, as well as referred to properly in your essay**)
- **Typed** essay: **3-5 pages**, double-spaced, 1-inch margins, 12 pt. Times New Roman OR Georgia **ONLY**
- **Parenthetical citations:** incorporate **4-6** different sources; minimum of **six** citations (MLA format)
- **Works Cited Page:** Typed in MLA format

Procedures:

1. **Identify your angle.** Choose your topic and clarify why it is worthy of debate.
2. **Research your topic, photocopy and print out all articles.** Be certain to print from tab bar located on websites. Photocopy print sources. Keep track of all publishing info. for citations. We will also be using library, online databases to assist in our research.
 - BMCHSD Online Library Databases Include: Proquest, Opposing Viewpoints, *The N.Y. Times*...
3. **Review your research, annotate, and highlight information that supports your assertion.** **REMEMBER** your research must be attached to your **FINAL** draft of the assignment!
4. **Create a thesis statement.** Identify the major opposing viewpoints and explain why the issue is so controversial. **EXAMPLE:** While some experts believe that Americans have made great gains in healthfulness and safety by discarding expired foods, others believe that we are being too fussy and wasteful by disposing of mountains of food.
5. **Draft your essay.** Your essay **must** be 3-5 full pages. You must also include parenthetical citations at least (6) from (4-6) different sources in your argument. Everything must be cited according to MLA approved format.

6. **Type your Works Cited.** You must cite **ALL** of the sources that you referred to in your essay - both print and electronic sources. This must be in MLA format.

7. **Review and revise.** Edit your **essay**, as well as your **Works Cited Page**. Ask your teacher(s) and your parent(s)/guardian(s) for feedback.

Schedule & Checkpoints:

1. **Research** will be conducted in school on _____.
Your **research** will be **checked** on _____.

2. The **TYPED rough draft** of your essay (**minimum of 3 pages with parenthetical citations**) is due on _____. You will have **ONE** class period to work on this on _____.

3. The **TYPED rough draft** of your Works Cited Page is due on _____. Be certain to have a **minimum of four** (4) sources.

4. The **FINAL DRAFT** is due on _____.

Grading:

1. **Research** will count as _____.

2. **Rough drafts** will count as _____.

3. **Final draft** will count as _____. **REMEMBER**; you must submit your essay, research collected and a Works Cited Page with final submission!

Database Suggestion:

1. BMCHSD On-Line Database

- Log on to our school homepage
- Choose the tab Library; scroll down to Library Resources
- On-Line Databases
- Scroll down to [Opposing Viewpoints in Context](#) (Novel NY / Gale)
- Username/Password: _____
- Search for *your topic*
- Print **ONLY** full-text from tab to obtain citing information.
- Click *Cite Button* to copy and past MLA citation into a Works Cited page.

Before you begin researching consider:

What is an opposing viewpoint or pro/con issue that matters most to you? Do you have a clear view of at least two sides of this issue? Do you know what the key, academic words or phrases that you should be looking for are? If not, do some quick research and ask for help if needed. Some sample topic starters are listed on the following signature page.

IMPORTANT!

Since this assignment will significantly contribute towards your quarter grade, it is vital that you take this assignment seriously and adhere to the due dates and requirements. To ensure this, a **requirement** for this paper is to have both you and your parent/guardian sign this sheet in the space provided. Also, it is imperative that you understand the research paper is an **individual assignment**; you are expected to write your own paper, with the guidance of your teacher. Moreover, your paper will be graded **only** if submitted to **Turnitin**. Plagiarism of any kind will not be tolerated; you will receive a **zero** for any part of the paper that is copied, cut-and-pasted, paraphrased, or summarized without proper citation, and risk failing the paper and/or the quarter.

*I understand the requirements of this paper and acknowledge that plagiarism of any kind will result in a **zero** grade for this assignment.*

Student's name (PRINTED)

Student's signature

Parent/guardian's name (PRINTED)

Parent/guardian's signature

Sample Topic Starters:

Gun Control vs. Gun Rights

Alternative Energy vs. Fossil Fuels

Capital Punishment vs. Prison

Drone Use vs. Air Space Restrictions

Immigration Reform

School Uniforms

Single Gender Schools

Technology and its Place in Our World

GRADE LEVEL: 9
Big 6 Skills: Information Seeking Strategies; Location and Access; Evaluation
Lesson Topic: Using Advanced Sources: Library Online Databases

Lesson 3

Two Class Periods

Aim: How can we use databases to locate advanced sources for our **Opposing Viewpoints** project?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	9	1, 2, 4,
W	9	1, 2, 7, 8, 9
SL	9	1, 2, 3
L	9	3, 4, 6

Motivation:

- **Do Now:** Why is it essential to use a variety of sources? Based on the information in our textbook, what would you consider to be some of the strongest, most advanced sources available to us?

Instructional Materials:

- 9th Grade Literature Textbook
- Computers to access the database: *Gale Opposing Viewpoints in Context*
- Opposing Viewpoints Research Project
- Websites vs. Databases Chart pdf link
- Evaluating Print Sources Worksheet (**Attachment 1**)

Procedures and Pivotal Questions:

- What questions or concerns do you have regarding the Opposing Viewpoints Project?
- Students will have a few minutes for a quick write to the *Do Now* and a *think:pair:share*. Then the teacher will lead a discussion and the teacher, or a student, can jot down ideas on the board. - Discussion should highlight the differences between academic sources, databases, primary and secondary sources, nonfiction books, etc.
- **Input:** Today we will begin taking a look at an important online library database and evaluate some of the texts found within.
 - Present students with Yale University’s Web Site vs. Database Chart **or** click on the following link and review the document.- Teacher may do so as a class presentation or allow the students to do so individually through a *Shared Folder*, etc.
https://www.library.yale.edu/researcheducation/pdfs/Searching_Evaluating_Resources.pdf
 - What makes databases an advanced tool, when compared to web-surfing? Ideas: peer reviewed, subscription service, approved for school use, exist in print form too, etc.
 - Students will then utilize computers to access *Gale Opposing Viewpoints in Context*.

Directions:

- Log on to our school homepage

- Choose the tab Library; scroll down to Library Resources
- On-Line Databases
- Scroll down to [Opposing Viewpoints in Context](#) (Novel NY/Gale)
- Username/Password: _____
- Search for *your topic*
- *When ready...* Print ONLY full-text from tab to obtain citing information.
- Click *Cite Button* to copy and past MLA citation into a Works Cited page.

- Students will complete the simple evaluation worksheet for each - of at least **two database** sources and attach it to the printed database article - or save electronically.

(Attachment 1) Students should also save full database texts to their documents or email them home if using *Chromebooks*.

- Students should then complete the above process for a **third database source** from another of the many **BMCHSD** subscribed databases on the library list. Suggestions include: *Proquest* and *The National Newspaper Index*.

Summary:

1. How do database sources vary from web and other print sources?
2. Which sources seem to be the most advanced and valuable to you?
3. How would you evaluate the sources you have found so far?

Extension Activity: Locate at least **four** solid database articles for use with your research project and complete the evaluation worksheet for each. Make sure to get articles that present at least two strongly opposed viewpoints on your topic. **(Attachment 1)**

Attachment 1

Database and Print Source Evaluation Worksheet:

Title: _____

Circle Type of Material or List: (book, magazine, journal, newspaper) _____

CRITERIA	QUESTIONS TO CONSIDER	NOTES
Author/Authority	<ul style="list-style-type: none"> • Who is the author? • If no author is listed, who is responsible for the material? • What are the author’s qualifications and affiliations? 	
Publisher	<ul style="list-style-type: none"> • Who is the publisher? • Why type of publisher is it? (academic/university, company, self-published) • What is the publisher’s reputation? ex. Yale University 	
Currency	<ul style="list-style-type: none"> • What is the publication date? • Is the information current or outdated? • If there are multiple editions, do you have the current edition? 	
Relevancy	<ul style="list-style-type: none"> • Does the material contain information on your topic? • Is it the type of information you need (analysis, history, statistics, strong p.o.v., etc.)? 	
Audience	<ul style="list-style-type: none"> • Who is the intended reader of the material? (age, gender, education, religion, political view, interests, skills, general/student/expert) 	
Accuracy	<ul style="list-style-type: none"> • Does the information seem correct? 	

	<ul style="list-style-type: none"> • Does it support other information you've collected? • Are there spelling or grammatical errors? • Does it contain references, citations, or a bibliography? 	
Bias / Objectivity / Tone	<ul style="list-style-type: none"> • Does the offer state a personal or professional bias? • Does the author thank a particular organization or group? • Does the author's employer support a particular cause or view? • Does the language seem balanced? • Does the author make wild claims? • Is emotional or "loaded" language used? 	

Overall, do you find this to be a valid and credible source to use for your research project? Explain.

How does evaluating web sources compare and contrast to evaluating print or database sources?

Citation: Olympic College Library Bremerton WA Jul 12, 2015 URL:
<http://libguides.olympic.edu/evalprint>

GRADE LEVEL: 9
Big 6 Skill: Use of Information
Lesson Topic: Annotating and Extracting Information from Research Sources

Lesson 4

Two Class Periods

Aim: How can we annotate and extract useful information from our sources for use in our Opposing Viewpoints projects?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	9	1, 2, 4,
W	9	2, 7, 8, 9
SL	9	1, 2
L	9	3, 4, 6

Motivation:

- **Do Now:** Check out this image. Is this a good way of obtaining useful information from your research sources? Explain. (Post on Smart Board, or display a printed copy).
(Attachment 1)

Instructional Materials:

- Visual of fully highlighted texts **(Attachment 1)**
- Student Research Binders with Research Sources
- Highlighters and Pencils
- *Annotating Research Articles* **(Attachment 2)**

Procedures and Pivotal Questions:

- **Do Now:** Post image and have a quick discussion about the inefficiency of mass highlighting sources.
- What are some of the best, most efficient and helpful methods to select important research to use in our essays?
- **Input:** Today we will discuss how to highlight and annotate key words, quotes and ideas, so that we can use our research without becoming overwhelmed or going off-track. Educational research tells us that mass highlighting is one of the least helpful ways to study and obtain information, and when you think about the image from our **Do Now**, this idea just makes sense.
- Teacher will review the directions and go through a practice annotation of a sample article with the class using the worksheet *Annotating Research Articles* **(Attachment 2)**.
- What is the purpose of using two different highlighters? How would you handle returning to your secondary notes where you have unanswered questions? What should you do if you find too much repetitive information? * Make sure to have the citation information for each of your sources.
- Students will then work on annotating their research articles for the project.

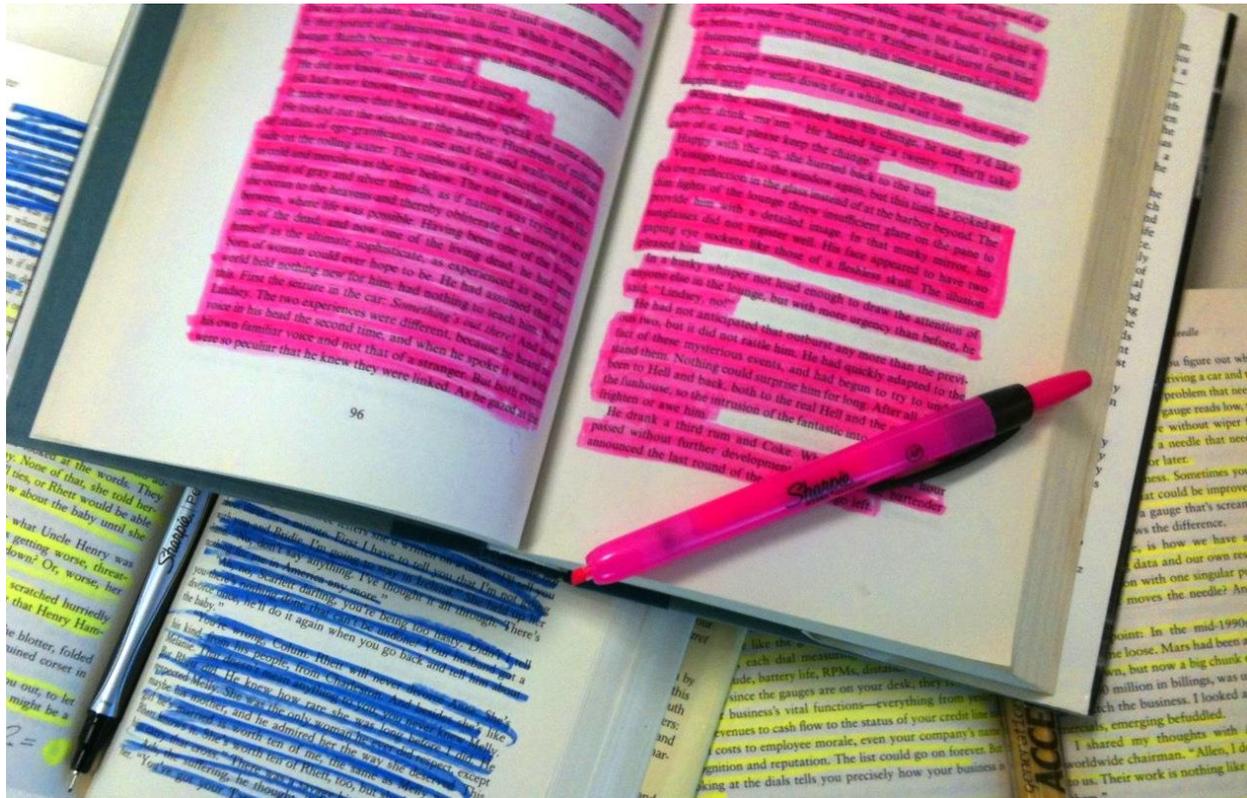
Summary:

1. How did the annotating process work out so far?
2. How did this affect your opinion of your sources? 3. Do some seem more/less valuable?

Extension Activity: Continue the research process and annotating your sources.

Attachment 1

Do Now: Is this a good way of obtaining useful information from your research sources? Explain.



Source: *Institute of Progressive Education and Learning*

<http://institute-of-progressive-education-and-learning.org/k-12-education/k-12-curriculum/article/>

Attachment 2

Annotating Research Articles

When doing research, it is important to underline or highlight and to take notes, so that you can consider and record the research that you have found. This is sometimes called reading with a pen. Annotating is a skill that is required in college and the world of work. You will be turning in your research annotated for a **test** grade. Here is a summary of the grading.

_____ Has three+ valid data base sources; at least four sources total! (not blogs, wiki, etc.) (10 pts.)

_____ Highlighted, Annotated Articles (20 pts.)

_____ Research fully defines the focus topic or issue (5pts.)

_____ Includes anecdotes (stories) and examples that explain... (5pts.)

_____ Includes background, subtopics that branch out (5pts.)

_____ Citation information is recorded / printed (5 pts.)

Instructions for Annotating: Have your articles stapled and organized. *Materials:* two different colored highlighters and a pencil...

Highlight: Highlight *key words, only*. Resist the temptation to block highlight or to highlight huge sections. This doesn't help to make the key words stand out. Try to highlight information you will definitely use in **one color** and information that you have questions about- or may use in a **2nd color**. Then go back and write in the answers later on. You may want to highlight a whole line **only** if it's a key quote you plan to use. Always highlight with a purpose, selecting facts and ideas that fit with your research topic.

Margin Notes: Summarize key ideas from a passage in your own words with margin notes. Do this in **pen** or **pencil**. Obviously, using a pencil can give you more freedom to make changes. Focus your notes around key words, questions you have, and the basic topic questions of *who, what, when, where, why, and how?* You can use symbols, abbreviations, or sketches to help you identify ideas too.

**** Be sure that each article also includes the Works Cited publishing information.** This will be key when you begin to write a rough draft and create the required Works Cited page.

Directions for Annotating the Text: Below are the first three paragraphs of a biographical article on the Dalai Lama. Let’s practice highlighting and annotating together based on our discussion and the ideas on the front of this worksheet.

<p>Important traits of DL? Meanings?</p>	<p>The 14th Dalai Lama, Tenzin Gyatso, the spiritual and temporal leader of the Tibetan people, is respected worldwide for his message of compassion and tolerance, his promotion of human values, and of inter-religious understanding, and his focus on peace through non-violent conflict resolution, including the issue of Tibet.</p>	<p>Who? What? Why?</p>
<p>What is a manifestation?</p>	<p>He was born on July 6, 1935 in the village of Taktser in the Tibetan area of Amdo (now Qinghai province) and, in accordance with Tibetan tradition, was recognized at the age of two as the reincarnation of his predecessor the 13th Dalai Lama. Tibetan Buddhists believe that the Dalai Lamas are the manifestations of the Bodhisattva of Compassion, Chenresig, who choose to reincarnate to serve the people. Dalai Lama is a combination of Tibetan and Mongolian terms, meaning Ocean of Wisdom. Tibetans normally refer to His Holiness as Yeshin Norbu (the Wish-fulfilling Gem) or simply, Kundun, meaning "The Presence".</p>	<p>When? Where?</p> <p>When? What?</p>
<p>What kinds of Studies are these?</p>	<p>The Dalai Lama began his education at age 6 and completed the Geshe Lharampa Degree (equivalent to a Doctorate of Buddhist Philosophy) when he was 25. At age 24, he took the preliminary examination at each of the three monastic universities around Lhasa: Drepung, Sera and Ganden. The final examination was held in the Jokhang Temple during the annual Monlam, the Festival of Prayer, held in the first Tibetan month of every year. He was examined on logic, the Middle Path, the canon of monastic discipline and the study of metaphysics. He passed the exams with honors, conducted before a vast audience of monk scholars.</p> <p>How can a leader be so young? What is Buddhism? Who still believes in reincarnation?</p>	<p>When? What?</p> <p>When? What?</p> <p>What? How?</p>

Taken from “1.4 Annotating a Text” in AVID High School Writing Curriculum Adapted by Brad Ruff of AVID

GRADE LEVEL: 9
Big 6 Skills: Use of Information; Synthesis
Lesson Topic: Clarifying and Mapping Out the Opposing Viewpoint Arguments

Lesson 5

One Class Period

Aim: How can we map out the two strongest opposing sides for our research papers?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	9	1, 2, 4, 5, 6
W	9	1, 2, 7, 8, 9,
SL	9	1, 2
L	9	3, 4, 6

Motivation:

- **Do Now:** “The purpose of an argument should not be victory but progress...” - *unknown* - Copy this quote and write a quick response.

Instructional Materials:

- Student Research Binders with Research Sources
- *Mapping out Opposing Viewpoints (Attachment 1)*

Procedures and Pivotal Questions:

- **Do Now:** Students should complete the quick response. Why does this quote mean? How can this relate to our opposing viewpoints project? How can this help you to view your topic from a good perspective?
- How did the annotating process work for you? Were you able to identify key facts that will be useful for writing the essay? * Emphasize the importance of a variety of different information, with at least two clear opposing perspectives.
- Students will complete page one of *Mapping out Opposing Viewpoints (Attachment 1)*, as the teacher circulates to check student progress on highlighting and annotating the research articles.
- Brief class discussion on page one of *Mapping out Opposing Viewpoints (Attachment 1)*.
- Students will work on pages two and three of the worksheet, as the teacher circulates to monitor progress.

Summary:

1. What about your topic is so controversial?
2. What are the two strongest counter arguments for your topic?
3. Were you able to choose a clear side? Why or why not?

Extension Activity: Finalize today’s worksheet and continue to work on the research project.

Directions: List at least the five strongest facts or concrete details for each argument found within your research. Also, cite on this chart where it can be found in your research.

Argument A - Research Facts	Citations

Summarize in your own words what these facts help to prove for Argument A.

Argument B - Research Facts	Citations

Summarize in your own words what these facts help to prove for Argument B.

Your project requires you to choose a side at the end of the research project. Summarize which side you most agree with and why.

GRADE LEVEL: 9
Big 6 Skills: Synthesis
Lesson Topic: Clarifying and Creating a Complex Argumentative Thesis

Lesson 6

One Class Period

Aim: How can we create complex argumentative thesis statements using two opposing viewpoints?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	9	4
W	9	1, 4
SL	9	1, 4
L	9	1, 2, 3, 4,

Motivation:

- **Do Now:** Combine arguments A and B in order to create a complex thesis that provides both viewpoints.

Argument A: Fast food is convenient and a delicious.

Argument B: Fast food is not healthy.

Instructional Materials:

- *Creating Complex Thesis Statements* Work Sheet (**Attachment 1**)

Procedures and Pivotal Questions:

- **Do Now:** Students should combine the two statements into a complex opposing viewpoints thesis with a partner. Then the class will share ideas. **eg.** While fast food may seem like a convenient and delicious option for families, it can also lead people to develop unhealthy eating patterns and cause illness...
- How can we work to combine opposing arguments into complex thesis statements? What options should we consider to add depth and interest to our topics? (Be specific, enhance vocabulary, pay attention to diction and syntax).
- Students will work with partners to practice completing complex thesis statements using *Creating Complex Thesis Statements* (**Attachment 1**).
- Class discussion that reviews ideas after students have worked on the first practice.. Be sure to write a class sample in the **Class Notes** section of the worksheet. (**eg. for the first one:** Many Americans believe that free speech is the cornerstone of our Democracy and should be protected at all costs; others believe, however, that certain hate speech is so painful that it must be monitored and banned to protect potential victims from harm.)
- Students will complete the other practice complex theses.
- Class discussion to share ideas and take class notes from (**Attachment 1**).

Summary:

1. What was the toughest opposing viewpoint to combine? Why?
2. What do you believe was your clearest complex thesis?
3. Can you see how this process can work for your opposing viewpoints?
4. Can someone try sharing one on the spot now?

Extension Activity: Complete this process for your two opposing arguments. Type up a clean copy to turn in to your teacher tomorrow or share via *Google Docs*.

Attachment 1

Creating Complex Thesis Statements

Combine arguments A and B in order to create a complex thesis that provides both opposing viewpoints.

Argument A: Free speech should always be defended.

Argument B: Certain types of hate speech are too hurtful to be allowed.

Class Notes:

Argument A: Violent video games are harmless entertainment.

Argument B: Violent video games can have a negative influence on people.

Class Notes:

Argument A: Having gender specific schools can help students to focus on their studies.

Argument B: Gender specific schools can harm students' social growth.

Class Notes:

Your Argument A:

Your Argument B:

Your Complex Thesis:

H.W. Complete this process for your two opposing arguments. Type up a clean copy to turn in to your teacher tomorrow or share via *Google Docs*.

GRADE LEVEL: 9
Big 6 Skills: Synthesis
Lesson Topic: Using Clear and Objective Language

Lesson 7

One Class Period

Aim: How can we be sure to present our research in our own words using clear and unbiased language?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	9	4, 5, 6
W	9	2, 4
SL	9	1, 3
L	9	3

Motivation:

- **Do Now:** Check out the cartoon on the Smart Board. What does this mean?

Instructional Materials:

- Cartoon (**Attachment 1**)
- *BMCHSD Argumentative Language Handout* (**Attachment 2**)
- *Presenting Both Sides with Appropriate Language* (**Attachment 3**)

Procedures and Pivotal Questions:

- **Do Now:** Students will be shown a cartoon (**Attachment 1**) that jokingly shows us the meaning of the term bias. Students will respond in order to explain and define the word.
- Define and discuss the term bias as a class. **Class definitions:** *a* : bent, tendency
b : an inclination of temperament or outlook; *especially* : a personal and sometimes unreasoned judgment : prejudice *c* : an instance of such prejudice - *Merriam Webster*
- Teacher will distribute and review the *BMCHSD Argumentative Language Handout* (**Attachment 2**). What terms or phrases do you know that you will be using in your research paper? **eg. alleges, proponents** Are there any that might not fit in so well with our opposing viewpoints project or that could lead to an inappropriate bias? **eg. strong personal responses such as...Although I grant that ..., I still maintain that**
- Teacher may choose to post quick review definitions of our writing terms: **concrete detail, commentary, transitions, etc.**
- Students will practice using objective language to present each side of an issue by completing pages one and two. (**Attachment 3**)
- Class discussion reviewing ideas after students have worked on the language practice and to take class notes for pages one and two. Be sure to write a class sample in the *Class Notes* section of the worksheet. (**eg. for the first one: Sample Transition, Proponents clearly believe that...**)

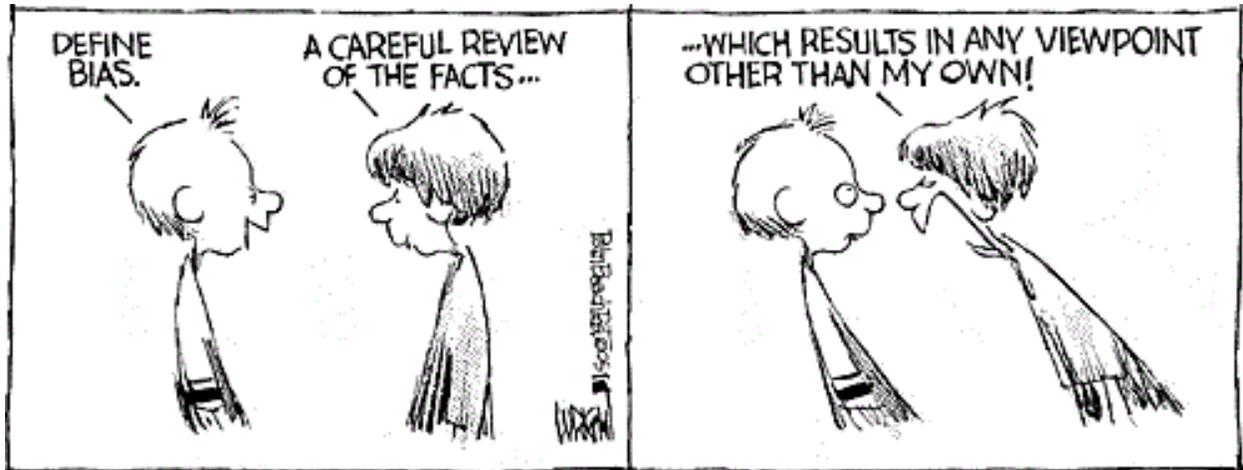
Sample Commentary: These supporters allege that a loss of free speech will lead to an erosion of many other basic rights of American citizens...

Summary:

1. Why is it so important for us to consider our language use when constructing our research papers?
2. What sort of language could diminish our theses?
3. How can language work to prove our thesis?

Extension Activity: Complete pages three and four of our language sheet for additional practice.

Attachment 1



Attachment 2

ARGUMENTATIVE LANGUAGE

Language to use when identifying individuals on different sides of an issue:

FOR	AGAINST
Supporters	Opponents
Proponents	Those opposed to
Those in favor of	Critics of
Defenders of	Objectors of
Advocates of	

Verbs to use when presenting arguments/counterarguments:

- allege
- argue
- assert
- believe
- claim
- contend
- insist
- maintain
- point out
- state
- suggest

Language Showing Agreement	Language Qualifying Counterargument	
As a consequence,	Although,	In spite of this,
As indicated,	But	In truth,
At the same time,	By comparison,	Nevertheless,
Consequently,	Contrary to,	On the contrary,
Further to,	Despite this,	On the other hand,
Furthermore,	Even though,	Regardless of,
-In support,	However,	Whereas,
	In contrast,	While,
	In reality,	Yet the fact of the matter is

Sentence Starters:

- It is clear that . . .
- As shown, current research . . .
- In relation to X, this is very important/ significant because . . .
- As can be seen, many theorists hold that . . .
- There are serious implications that can be drawn from . . .
- These findings indicate that . . .
- This finding is supported by . . .
- This seems to imply that . . .
- It is still not completely clear that . . .

Extending the idea of . . .

Evidence of this can be seen in . . .

Making Concessions While Still Standing Your Ground:

Although I grant that . . ., I still maintain that . . .

Proponents of X are right to argue But they exaggerate when they claim that

While it is true that . . ., it does not necessarily follow that . . .

On the one hand, I agree with X that But, on the other hand, I still insist that . . .

Attachment 3

Presenting Both Sides With Appropriate Language

Directions: Remember; we are presenting pro and con essays that provide a rather balanced view of two opposing viewpoints. Considering this, we must be aware of the style and tone of the language we use to do so clearly and effectively. Use the BMCHSD Argumentative Language reference sheet to help with this practice.

Argument A: Free speech should always be defended.

Concrete Detail: “Freedom of speech, the press, association, assembly, and petition: This set of guarantees, protected by the First Amendment, comprises what we refer to as freedom of expression. It is the foundation of a vibrant democracy, and without it, other fundamental rights, like the right to vote, would wither away”(*The ACLU*).

Your Language: Write an appropriate transition that could be used to present this quote.

Your Commentary: Write an appropriate comment explaining this concrete detail in your words.

Class Notes:

Argument B: Certain types of hate speech are too hurtful to be allowed.

Concrete Detail: “American free speech jurisprudence relies upon the assumption that speech is merely the extension of a thought, and not an action. If we consider it an action, then saying that

we should combat hate speech with more positive speech is an absurd proposition; the speech has already done the harm, and no amount of support will defray the victim's impression that they are not truly secure in this society. We don't simply tell the victim of a robbery, 'Hey, it's okay, there are lots of other people who aren't going to rob you.' Similarly, it isn't incredibly useful to tell someone who has just had their race/gender/sexuality defamed, 'There are a lot of other nice people out there.'"(McElwee).

Your Language: Paraphrase this quotation in your own words using clear, objective language that shares this point-of-view.

Your Commentary: Write an appropriate comment explaining this concrete detail in your words.

Class Notes:

Argument A: Violent video games are harmless entertainment.

Concrete Detail: "Justice Antonin Scalia described the bill as "unprecedented and mistaken" and likened the violence in kids' games to that in commonly read children's fairy tales. Justice Scalia also wrote that a causal link between these games' content and harm to young people had not been proven and went on to place the responsibility to filter what children are exposed to with the parents"(Gardner).

Your Language: Write an appropriate transition that could be used to present this quote.

Your Commentary: Write an appropriate comment explaining this concrete detail in your words.

Class Notes:

Argument B: Violent video games can have a negative influence on people.

Concrete Detail: “Those who played violent games, such as *Call of Duty 4* and *Condemned 2*, showed increases in hostile expectations and aggressive behavior each day they played. This did not occur in the people who played nonviolent games such as *Dirt2*, according to the study, published online ahead of print in the March 2013 issue of the *Journal of Experimental Social Psychology*. The study offers evidence that the negative effects of playing violent video games can accumulate over time and cause people to view the world as a hostile and violent place, said study co-author Brad Bushman, a professor of communication and psychology at Ohio State University. ‘After playing a violent video game, we found that people expect others to behave aggressively,’ Bushman said in a university news release. ‘That expectation may make them more defensive and more likely to respond with aggression themselves, as we saw in this study and in other studies we have conducted.’”(U.S. News and World Report).

Your Language: Paraphrase this quotation in your own words using clear, objective language that shares this point-of-view.

Your Commentary: Write an appropriate comment explaining this concrete detail in your words.

Class Notes:

GRADE LEVEL: 9
Big 6 Skills: Synthesis
Lesson Topic: Organizing, Planning and Drafting

Lesson 8

One Class Period

Aim: How can we plan and organize the flow of our research essays?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	9	1, 2
W	9	2, 4
SL	9	1, 2
L	9	3

Motivation:

- **Do Now:** Justice Scalia believes that the idea that violent video games can be harmful is “a fantasy.” Professor Bushman, on the other hand, believes that these games can make people perceive the world as more violent. Are violent video games harmful or not? Why or why not?

Instructional Materials:

- *Writing a Quality Draft (Attachment 1)*
- *Sample, Basic Research Essay Outline (Attachment 2)*

Procedures and Pivotal Questions:

- **Do Now:** Students will respond to the motivation before reviewing the details of the previous night’s homework dealing with opposing viewpoints on violent video games. How can two experts have such decidedly different viewpoints on the same topic? Why can this show us? Which expert is most correct?
- Class discussion reviewing ideas from homework on language practice and how to take class notes.

Eg. Sample Transition: The debate over violent video games was taken all the way to the Supreme Court....

Sample Commentary: Clearly, Justice Scalia believes that violent video games are not to blame for violent children; parents are....

- Distribute and review *Writing a Quality Draft (Attachment 1)* as a class to pay closer attention to transitions, linking phrases, concrete details, commentary and parenthetical citations together.
- Distribute and begin reviewing the *Sample, Basic Research Essay Outline (Attachment 2)* for help with beginning to plan the rough draft.

Summary:

1. Why is it essential to add variety by using a combination of direct quotes and paraphrasing?
2. Why is commentary so important?
3. Why are citations absolutely necessary?
4. How can outlining increase our level of success?

Extension Activity: Review the *Sample Basic Research Essay Outline*, type your introduction and type an outline of the first body paragraph tonight.

Attachment 1

Writing a Quality Draft: With writing our research papers, it is important to continue using our good writing skills and to pay attention to adding in our own commentary to explain the concrete details or facts relating them back to our opposing viewpoints thesis statements.

Opposing Viewpoints Sample Thesis: While some people believe that severely intellectually disabled people should be coddled, sheltered and completely provided for, others believe that intellectually challenged people can live happy, productive and independent lives if given the appropriate tools.

A) Using a direct quote:

Step #1 – Add a transition and type the quote. Cite it too.

Eg. The housing plan allows mentally challenged people to "... live in apartments...where they receive daily or sometimes weekly visits from staff to assist them to live semi-independently. Clients who don't need daily visits by staff still benefit from supportive services as they increase their self-management capabilities and move into their own houses or apartments"(Buckelew Programs).

1. Transitions help to introduce new ideas or to shift into another topic. Underline the transition given in **Step #1 for example #1**.
2. Circle the ellipses (. . .) found inside of the quote. What is the purpose of these periods?
3. Circle the citation given.

Step #2- Explain the quote with your words and ideas.

Example: Proponents of this plan point to their belief that this system allows disabled people to get just the right amount of support needed, while giving each client the ultimate goal of being as independent as possible.

1. Circle the words that help to reveal the point-of-view.

Step #3- Relate the quote back to your thesis.

Ex. Clearly, this is a model that suggests that supporting people with intellectual disabilities can allow them to learn to live successfully on their own.

1. Circle the words that connect all of this back to the thesis.

Complete Sample Chunk: Chunk = 1 C.D. : 2 C.M. Steps 1-3 make up a chunk of writing for a research paper. The 1 C.D. or concrete detail is your quote. The 2 C.M. 's are two comments that explain the quote and connect it to the thesis. Write out the chunk by combining steps 1-3 on a separate sheet of paper.

B) Paraphrasing Research: - Putting it into your words.

Step #1 – Select the info. you wish to use from your research.

Example: “The importance of employment shouldn’t be a surprise to any of us who work—or have ever lost a job. And it’s a sad fact that, while 60-70% of people with mental illness would like at least a part time job, only 10-15% nationwide do. Buckelew is using social enterprise...to make a dent in the 85-90% unemployment rate among our target population, and make a major difference in the lives of those we serve”(Buckelew Programs).

Step #2- Put the research into your own words. Cite it too.

Ex. It is important to point out that working is a huge part of gaining one’s independence. There is a very high rate of unemployment among the mentally disabled. In fact, approximately 90% of people with mental disabilities are not working but want to work. Supporters of their independence realize that teaching them to work is key(Buckelew Programs).

1. List the key facts or ideas that were taken from the research.
2. Circle the citation given.

Step #3- Explain the information with your words and ideas.

Eg. Sadly, many individuals with disabilities are being neglected and left out of the adult working world.

1. Circle the words that help to reveal the point-of-view.

Step #4- Relate the quote back to your thesis. * Includes a transition to the next idea too.

Eg. Fortunately, advocates suggest that intellectually limited people can be included and trained so that they can find success on a job site.

*Circle the words that connect *step 4* back to the thesis.

Complete Sample Chunk: Chunk = 1 C.D. : 2 C.M.

Steps 2-4 make up a second chunk of writing for a research paper. The 1 C.D. or concrete detail paraphrased from an article. The 2 C.M. 's are two comments that explain the research and connect it to the thesis. Write out the chunk by combining steps 2-4 on a separate sheet of paper.

Attachment 2

Sample, Basic Research Essay Outline

Introduction: (Approx. 5 sentences)

- Topic Sentence: introduce the main idea of your essay; grab attention
- Transition sentence: lead into your thesis
- Thesis sentence: (the opposing viewpoint thesis)
- Final sentence – leading into your 1st Body Paragraph

Body Paragraph #1: (Approx. 8-10 sentences) **Illustrate the Controversy**

- Topic Sentence: Statement leading into the first controversy of this opposing viewpoint...
- Describe and explain the significance of the debate or argument.
 - o Use a direct quote or paraphrase illustrating the debate and **cite** in parentheses.
 - o Comment #1: explain the example
 - o Comment #2: relate to thesis-Why is this issue so open to discussion?
 - o Concrete detail from your research to prove this (cite it)
 - o Comment #1: explain the example
 - o Comment #2: relate to thesis-Why is this issue so open to discussion?
- Concluding sentence/transitional statement leading into Body #2

Body Paragraph #2: (Approx. 8-10 sentences) **Prove the Strength of Viewpoint #1.**

- Topic Sentence: Statement introducing one viewpoint.
 - o Concrete detail from your research to prove this (cite it)
 - o Comment #1: explain the example
 - o Comment #2: relate to thesis...
 - o Concrete detail that further discusses this viewpoint(cite it)
 - o Comment #1: explain the example
 - o Comment #2: relate to thesis-Why is this viewpoint so strong?-Explain
- Concluding sentence/transitional statement leading into Body #3

Body Paragraph #3: (Approx. 8-10 sentences) **Continue Proving Strength of Viewpoint #1.**

- Topic Sentence: Statement introducing one viewpoint.
 - o Concrete detail from your research to prove this (cite it)
 - o Comment #1: explain the example
 - o Comment #2: relate to thesis...
 - o Concrete detail that further discusses this viewpoint(cite it)
 - o Comment #1: explain the example
 - o Comment #2: relate to thesis-Why is this viewpoint so strong?-Explain
- Concluding sentence/transitional statement leading into Body #4 - Wrap up and shift to Viewpoint #2.

Body Paragraph #4: (Approx. 8-10 sentences) **Prove the Strength of Viewpoint #2.**

- Topic Sentence: Statement introducing one viewpoint.
- o Concrete detail from your research to prove this (cite it)
- o Comment #1: explain the example
- o Comment #2: relate to thesis...
- o Concrete detail that further discusses this viewpoint(cite it)
- o Comment #1: explain the example
- o Comment #2: relate to thesis-Why is this viewpoint so strong?-Explain
- Concluding sentence/transitional statement leading into Body #5

Body Paragraph #5: (Approx. 8-10 sentences) **Continue Proving Strength of Viewpoint #2.**

- Topic Sentence: Statement introducing one viewpoint.
- o Concrete detail from your research to prove this (cite it)
- o Comment #1: explain the example
- o Comment #2: relate to thesis...
- o Concrete detail that further discusses this viewpoint(cite it)
- o Comment #1: explain the example
- o Comment #2: relate to thesis-Why is this viewpoint so strong?-Explain
- Concluding sentence/transitional statement leading into Conclusion

Conclusion Paragraph: (Approx. 5 sentences)

- Draw ideas to a close
- Highlight some of the key ideas separating both viewpoints discussed in your essay
- **Select a side that you most agree with and briefly explain why.**
- Conclude with “words of wisdom” or an insightful comment

GRADE LEVEL: 9
Big 6 Skills: Evaluation
Lesson Topic: Peer Editing Drafts

Lesson 9

One Class Period

Aim: How can we help each other to improve our research essays?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	9	3, 5, 6, 8
W	9	4, 5, 6, 7, 9
SL	9	1, 3
L	9	1, 2, 3, 6

Motivation:

- **Do Now:** Give your rough draft a grade from A+-F. Write a brief response, as to why you believe that you deserve this grade?

Instructional Materials:

- Student Rough Drafts Hard Copies and Shared Electronically via *Google Docs*
- *Peer Editing (Attachment 1)*
- Computers for Edits and Revisions

Procedures and Pivotal Questions:

- **Do Now:** Teacher will briefly set up and explain grading parameters from A-F. Students will respond to the motivation. Several responses will be shared.
- *Peer Editing (Attachment 1)* will be distributed and explained. Students will then exchange rough drafts with a partner and will begin to peer edit.
- Students will conference with their peers, returning drafts and will share and discuss their suggestions for improvement.
- Students will then go to the computers to begin editing and revising their rough drafts in *Google Drive*, as the teacher also conferences with students to discuss improvements and revisions.
- Please remember; how must our final drafts be submitted? (Via *Turnitin.com*) Make sure that you have an account and have “joined” our class through the *Turnitin* website. Teacher will post the Class I.D. # and the Password needed to join the class.

Summary:

1. Why is it essential to add variety by using a combination of direct quotes and paraphrasing?
2. Why is commentary so important?
3. Why are citations absolutely necessary?

4. How can outlining increase our level of success?

Extension Activity: Continuing revising your rough drafts. Submit your final draft to *TurnItIn* by our class due date. Extra help is available for more revision assistance.

Attachment 1

Editor's Name (Your Name) _____

Essay Writer's Name (Your Partner) _____

Research Essay- Peer Editing Quiz

- Help correct grammar, spelling, punctuation, etc.
- Cut down wordy, run-ons & combine short, choppy sentences.
- Suggest transitions if needed. Ex. However, Therefore, Finally, According to research, Most importantly, Finally, In fact, In addition,
- Vocab. improvement suggestions - Don't overuse words or repeat phrases, names, titles, etc. Also, make it more sophisticated.
- Highlight banned words and phrases: a lot, stuff, things, could of, it ...
- Replace contractions to be formal. (don't, won't, can't, etc.)

Introduction:

A) What is done well? B) What can use improvement?

Is the opening sentence catchy? Yes _____ No _____

Suggestion or Note:

Is the opposing viewpoints thesis or assertion clear? (Pro Con Topics + points to be proven)

Ex. Is the controversial issue and both sides presented? Yes _____ No _____

Sum it up here:

Does the closing sentence wrap up the paragraph and transition well to the next?

Yes _____ No _____

Suggestions:

Body #1: Define and Describe the Controversy

Is basic background given through research? Is the controversy clearly explained?

Yes _____ No _____

Is the research cited? Yes _____ No _____

Is the research quoted or explained in your partner's own words? Yes _____ No _____

Is everything connected back to the thesis? Yes _____ No _____

List some transitional words and phrases that are used?

List any unclear or repetitive words or phrases. -

Additional Comments / Suggestions:

Body #2: Describe the First Viewpoint

Is the first viewpoint summarized with research?: Yes _____ No _____

Two specific, details, events, or ideas are described with research: Yes ___ No ___

Is the research quoted or explained in your partner's own words? Yes _____ No _____

Is everything connected back to thesis on the opposing viewpoints? Yes ___ No ___

List some transitional words and phrases that are used?

List any unclear or repetitive words or phrases. -

Additional Comments / Suggestions:

Body #3: Further Describe the First Viewpoint

Is the first viewpoint illustrated and proven with research?: Yes _____ No _____

Two specific, details, events, or ideas are described with research: Yes ___ No ___

Is the research quoted or explained in your partner's own words? Yes _____ No _____

Is everything connected back to thesis on the opposing viewpoints? Yes ___ No ___

List some transitional words and phrases that are used?

List any unclear or repetitive words or phrases. -

Additional Comments / Suggestions:

Body #4: Describe the Second Viewpoint

Is the first viewpoint summarized with research? Yes _____ No _____

Two specific, details, events, or ideas are described with research: Yes ___ No ___

Is the research quoted or explained in your partner's own words? Yes _____ No _____

Is everything connected back to thesis on the opposing viewpoints? Yes ___ No ___

List some transitional words and phrases that are used?

List any unclear or repetitive words or phrases. -

Additional Comments / Suggestions:

Body #5: Further Describe the Second Viewpoint

Is the second viewpoint illustrated and proven with research? Yes _____ No _____

Two specific, details, events, or ideas are described with research: Yes ___ No ___

Is the research quoted or explained in your partner's own words? Yes _____ No _____

Is everything connected back to thesis on the opposing viewpoints? Yes ___ No ___

List some transitional words and phrases that are used?

List any unclear or repetitive words or phrases. -

Additional Comments / Suggestions:

Conclusion:

What is done well?

What can use improvement?

Is the opening sentence catchy & different? Yes _____ No _____ Suggestion:

Did your partner remember to choose a side which he or she most agrees with and to briefly explain why? Yes _____ No _____

Is the thesis clearly wrapped up? The argument should be closed.

Yes _____ No _____

Does the ending leave you thinking? (= Goal of an insightful comment)

Yes _____ No _____

Suggestion:

Additional Notes, Comments, or Suggestions:

GRADE LEVEL: 10
Big 6 Skill: Task Definition
Lesson Topic: Selecting a Topic

Lesson 1

One Class Period

Aim: How can we form groups and select a contemporary social issue to research and debate?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	10	7
SL	10	1

Motivation:

1. What criteria should I use when choosing group members to work with? Why?
2. Make a list of current social issues covered by the media and debated in our country (Ex. Immigration Reform, Raising the Minimum Wage, Same Sex Marriage, Fracking, NSA, etc).
3. Which of these social issues am I most interested in? Least interested in? Why?

Instructional Materials:

- Academic Controversy Presentation and Position Paper (**Attachment 1**)
- Forming Groups and Choosing a Topic (**Attachment 2**)
- District Online Database - Opposing Viewpoints

Procedures and Pivotal Questions:

- Students will respond to the motivation as a pre-reading activity to spark thoughts about their upcoming research paper and debate. Once they are finished writing, students will share responses with partners and a few will share with the class.
- Transition: Inform students that over the next few weeks they will be working together in groups of four to research and debate a contemporary social issue which will culminate in an individual position paper. The answers they provided to the motivation should be carefully evaluated as they begin their research.
- Teacher will read through, review and answer questions in regards to the research assignment. See Academic Controversy Presentation and Position Paper handout. (**Attachment 1**)
- Students will select group members with whom to work.
- Students will work together to select a mutually agreeable topic to research and debate. They will consult topic lists on Opposing Viewpoints. (**Attachment 2**)

Summary: How comfortable are you with your group's research topic? Explain?

Extension Activity: Tell students that they can "sleep" on their topic selections and submit changes the following day.

Attachment 1

Name _____
Argument/Synthesis

Date _____
English

Academic Controversy Presentation and Position Paper

OVERVIEW:

With your group, you will choose a contemporary controversial social issue for which you will perform research. You will then partner up to debate a particular position on the issue. Finally, each member will individually write a 3½-5 page position paper.

GROUP PRESENTATION:

Within your group of four students, you will divide into two pairs. **Pair AB** will argue *in support of* a particular issue, while **Pair CD** will argue *against* a particular issue. You may select from the topics listed below:

- School Uniforms
- Regulating School Lunch and Junk Food in Schools
- Animal Rights
- Cyber bullying
- Zero Tolerance Policies
- Video Game Violence
- Media Violence—TV, Film, or Music Industry
- Censorship
- Standardized Testing
- Lower the Drinking Age
- Teens Right to Privacy
- *Student selected topic with teacher approval*

The Process:

1. Once you select your issue from the list above, you will individually begin to research your topic using **Gale Opposing Viewpoints** from the district's online database system. You and your partner must *each* find a minimum of **three (3) reliable sources** that you will use to defend your position and to challenge the opposition (verbally and in writing). These sources must be read, highlighted and/or annotated.

2. Then, you and your partner will combine your research. Together, you will organize, categorize, and prioritize your evidence to prepare for a class presentation.

3. During the presentation, your partnership will debate your position against the other partnership in your group, (who will argue for the opposing viewpoint). Each pairing must be prepared to argue its side for four minutes (two minutes per person). Ideas should be presented clearly, accurately, and logically.

4. After each side presents its case, the entire group will engage in a two-minute open discussion. At this point, both sides will logically and fairly defend their ideas,

refute any counterarguments, and challenge the opponent's position. This requires that you are knowledgeable about the opposing side—so anticipate and prepare for their arguments!

5. After two minutes, the group will then make concessions where appropriate. This involves acknowledging the validity in the other side's point of view.

6. Finally, the debate will open up to a full-class discussion, in which all students will have the opportunity to evaluate the arguments presented and to offer their own arguments as well.

Assessment:

This part of the assignment will count as **two test grades**. You will be assessed based on your partnership's thoroughness, appropriateness, and accuracy of evidence, as well as on your individual participation during the debate.

INDIVIDUAL SYNTHESIS/POSITION PAPER:

Once all presentations are complete, you will individually write an original, argumentative research paper supporting or refuting the group's topic. (NOTE: You **do not** have to take the position that you argued during your group's presentation). This paper must include ...

a title page, (with a title—using a colon!—for your paper, your name, teacher's name, class period, date, and English 3AP Research Paper)

3½ – 5 pages of argumentation (typed, double-spaced, 12-point font, Times New Roman ONLY). This paper must incorporate ...

➤ a clearly articulated thesis.

➤ the best evidence provided from all sources and positions utilized by the group for the presentation. At least three (3) sources used in your group's presentation must appear in the paper. Besides summarizing or paraphrasing information from these sources, you must also include

- a minimum of **two (2) embedded (short) quotations.**
- a minimum of **one (1) blocked (long) quotation.**

➤ parenthetical citations according to MLA documentation style (regardless if the information is summarized, paraphrased, or directly quoted).

➤ concession and refutation (answer the opposition!).

➤ argumentative language.

an MLA formatted Works Cited page (minimum of **three (3) sources**; all sources on this page must appear at least once in the actual paper).

Assessment:

This part of the assignment will count as **two test grades**. You will be assessed based on your thoroughness, relevance, and accuracy of evidence; your ability to effectively organize points and to develop your ideas through appropriate commentary; your acknowledgment of the opposition through concession and refutation; your adherence to the minimum page requirements and preferred formatting requirements; your incorporation of sources (including direct quotations) using MLA format (in parenthetical citation and on the Works Cited page); and your use of argumentative language.

DUE DATES:

Each student must submit a **hard copy** of his/her paper to the teacher and an electronic copy to **Turnitin**. Absent students must email their papers to the teacher by the end of the school day on the due date, and bring in a hard copy upon their return to class. Papers submitted after the due date will be penalized **fifteen (15) points per day**.

<p>Debate Presentation:</p> <p>Research Paper:</p>
--

IMPORTANT!

Since this assignment will significantly contribute towards your quarter grade, it is vital that you take this assignment seriously. To ensure this, a **requirement** for this paper is to have both you and your parent/guardian sign this sheet in the space provided. Also, it is imperative that you understand the research paper is an **individual assignment**; you are expected to write your own paper, with the guidance of your teacher. Moreover, your paper will be graded **only** if submitted to **Turnitin**. Plagiarism of any kind will not be tolerated; you will receive a **zero** for any part of the paper that is copied, cut-and-pasted, paraphrased, or summarized without proper citation, and risk failing the paper and/or the quarter.

I understand the requirements of this paper and acknowledge that plagiarism of any kind will result in a zero grade for this assignment.

Student's name (PRINTED)

Student's signature

Parent/guardian's name (PRINTED)

Parent/guardian's signature

Attachment 2

Forming Groups and Choosing a Topic

Part I: *Group Members:*

(one group only, for a class with an odd number of students)

Part II: **Peruse the list of contemporary social issues from the online database *Opposing Viewpoints*.**

1. Go to the **Bellmore-Merrick District Website**
2. Click on **High School**
3. Click on **High School Library**
4. Click on **Databases**
5. Click **All**
6. Scroll down to **Opposing Viewpoints**— the password on **Infotrack** is **(school name)** (lower case).
7. Review various topics. Then compile a list of the **top three** topics your group would like to research.

Choice #1: _____

Choice #2: _____

Choice #3: _____

GRADE LEVEL: 10
Big 6 Skill: Task Definition Continued
Lesson Topic: Writing an Explanatory Overview

Lesson 2

One Class Period

Aim: How can we objectively present both sides of an issue?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	10	1,2,4,7,9,10
RI	10	1,2,6
SL	10	1,3,4

Motivation:

1. Log onto Opposing Viewpoints and type in your topic
2. Read the overview of your controversial subject. Then use your topic to respond to the following questions.
3. What do supporters of _____ believe about _____?
4. What do objectors of _____ believe about _____?
5. How can you compose an introduction objectively presenting both sides of the issue? What difficulties may you encounter?
6. How will acknowledging the opposition benefit your argument? (established credibility, ethos)

Instructional Materials:

- Providing an Objective Overview (**Attachment 1**)
- Argumentative Language (**Attachment 2**)
- District Online Database-- Opposing Viewpoints

Procedures and Pivotal Questions:

- Students will respond to the motivation as a pre-writing activity in which they will compose an introductory paragraph that introduces the controversial issue that they will debate and for which they will write a research paper. This paragraph will be used to introduce their group's debate and ultimately their individual research paper.
- Students will share their responses with each other and the entire class.
- Transition: Teacher will introduce ways in which students may successfully communicate using argumentative language, sentence frames and transitional language.
- Teacher will read through, review and answer questions in regards to the Argumentative Language handout. (**Attachment 1**)
- Students will work together to compose their paragraphs.

- Then students will partner off according to position and insert their thesis statement to the end of the introduction paragraph.
- Teacher will ask for volunteers to share their introductory paragraphs by projecting them on the board or screen. Teacher and peers will provide feedback.

Summary: Why is it necessary to present both sides of an issue, and to not omit the opposition's position in your argument?

Extension Activity:

Revise your introduction paragraphs.

Attachment 2

ARGUMENTATIVE LANGUAGE: SENTENCE STARTERS & TRANSITIONAL LANGUAGE

Language to use when identifying individuals on different sides of an issue:

FOR	AGAINST
Advocates of Defenders of Proponents Supporters Those in favor of	Critics of Objectors of Opponents Those opposed to
Allege Argue Assert Believe Claim Emphasize Insist Observe Remind us Report Suggest	Acknowledge Admire Agree Celebrate the fact that Corroborate Do not deny Endorse Praise Reaffirm Support Verify
Advocate Call for Encourage Exhort Import Plead Recommend Urge Warn	Complain Complicate Contend Deny Deplore the tendency to Qualify Question Refute Reject Renounce Repudiate

Language Showing Agreement	Language Qualifying Counterargument	
As a consequence, As indicated, At the same time, Consequently, Further to, Furthermore, In support,	Although, But (<i>this interpretation is flawed/questionable</i>), But (<i>what they fail to acknowledge is</i>) By comparison, Contrary to, Despite this, Even though, However,	In spite of this, In truth, Nevertheless, On the contrary, On the other hand, Regardless of, Whereas, While, Yet the fact of the matter is,

Sentence Starters:

It is clear that . . .

As shown, current research . . .

In relation to X, this is very important/ significant because . . .

As can be seen, many theorists hold that ____'s argument implies that . . .

There are serious implications that can be drawn from . . .

These findings indicate that . . .

This finding is supported by . . .

According to [someone], . . . [claim] . . .

This seems to imply that . . .

Critics (or supporters) of ____ argue that . . .

It is still not completely clear that . . .

Extending the idea of . . .

Evidence of this can be seen in . . .

X acknowledges/agrees/believes/claims/demonstrates/celebrates/emphasizes that . . .

X questions/ insists/reminds us/ observes that . . .

X argues/denies/does not deny/complains that . . .

X urges us to ____/interprets these results to mean that . . .

Making Concessions While Still Standing Your Ground:

Although I grant that . . . , I still maintain that . . .

Proponents of X are right to argue . . . but they exaggerate when they claim that . . .

While it is true that . . . , it does not necessarily follow that . . .

On the one hand, I agree with X that On the other hand, I still insist that . . .

Of course, . . . but this does not mean . . .

I concede that . . . Nevertheless, . . .

It is true that . . . However, it is also true that . . .

It may well be that . . . In spite of this . . .

Have there been contrary findings? Yes, . . . but . . .

While we acknowledge that . . . we should not overlook the fact that . . .

Critics of ____ are right that . . . but what they fail to recognize is . . .

There are in fact published studies that suggest . . . yet these results are contradicted by . . .

It is possible that...but it is more likely that . . .

The results could be interpreted to mean . . . but a more compelling interpretation is . . .

GRADE LEVEL: 10
Big 6 Skill: Information Seeking Strategies and Location and Access
Lesson Topic: Locating Evidence

Lesson 3

One to Two Class Periods

Aim: How can we use our research to support our position?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	10	1,2,4,7,9,10
RI	10	1,2,6
SL	10	1,3,4

Motivation:

1. Log onto Opposing Viewpoints and type in your topic.
2. List all of the categories in which you can find informational texts on your topic (encyclopedia, news and magazine articles, editorials, etc.).
3. Why are these texts categorized this way? (Informational, opinion, etc.)
4. When would you use texts from each of these categories?

Instructional Materials:

- Locating Evidence Handout (**Attachment 1**)
- District Online Database - Opposing Viewpoints

Procedures and Pivotal Questions:

- Students will respond to the motivation as a pre-research so that they may use the sources on this database effectively. Students will share their responses with each other and the entire class.
- Transition: Teacher will introduce ways in which students may incorporate each type of text.
- Teacher will read through, review and answer questions in regards to the Locating Evidence handout. (**Attachment 1**)
- Partners will work together to locate, read, annotate and summarize sources.
- Partners will debrief with each other and decide how each source could be used to support each argument.

Summary: At the end of each class period, ask students: How many sources have you located? How can each source help you? What questions do you have?

Extension Activity: Continue to locate, read, annotate, and summarize texts in support of your position.

Attachment 1

Locating Evidence

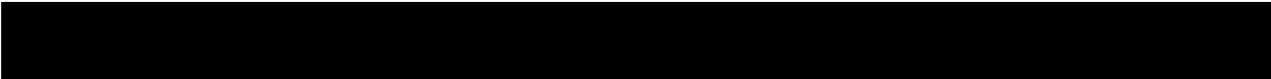
Directions:

1. Today you will gather sources that will enable you and your partners to speak at length to support its position. While you and your partner may work together to locate sources, you must divide them up so that you are **each** responsible for scrutinizing at least **three to five** source documents.
2. As you locate sources, be sure to copy and paste all bibliographical information onto a Google document entitled **Works Cited**. (*Opposing Viewpoints* has the source citation done for you at the bottom of each source. Copy/paste each address onto your Works Cited page.) This information is also crucial for you to create **parenthetical citations** in your final, individual research papers.
3. Read, highlight and/or annotate your sources.
4. List the title of each source; provide a brief summary for each source; briefly explain how you plan to use this particular source in your presentation.
5. Debrief with your partner; share the information you located and determine how each text will help your position.

<i>Title:</i>	<i>What information does this source provide?</i>	<i>How does this corroborate our argument?</i>

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<i>Title:</i>	<i>What information does this source provide?</i>	<i>How does this corroborate our argument?</i>
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<i>Title:</i>	<i>What information does this source provide?</i>	<i>How does this corroborate our argument?</i>
---------------	---	--

GRADE LEVEL: 10
Big 6 Skill: Use of Information
Lesson Topic: Evaluating Evidence in Support of a Position

Lesson 4

One Class Period

Aim: How can we evaluate our sources?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	10	8, 9b
RI	10	1,2,3,4,6,8,10
S	10	1,2,3,4

Motivation:

1. What are the benefits of relying on emotional evidence (pathos)? What are the drawbacks?
2. What are the benefits of relying on logical evidence (logos)? What are the drawbacks?

Instructional Materials:

- Categorizing Evidence: VEOSAFCATS (**Attachment 1**)
- Weighing Evidence (**Attachment 2**)
- District Online Database - Opposing Viewpoints
- Smartboard

Procedures and Pivotal Questions:

- Students will respond to the motivation as a means to evaluate objectively the evidence they located.
- Students will share their responses with the entire class.
- Transition: Teacher will ask students review their Locating Evidence handouts and review VEOSAFCATS, from Weighing the Evidence Handout (**Attachment 2**). By quick glance, ask: "where can most of your evidence be categorized? Is it balanced? Do you have a balance of logical and emotional evidence?"
- Teacher will instruct students to work with their partners to categorize the types of evidence they have located and ask them to see if they have a balance of logical and emotional evidence. See (**Attachment 1**)
- Students will work with their partner to locate additional evidence and to read, annotate and summarize to balance the types of evidence they will use to support their position.
- Finally, students will order the evidence that they have located from strongest to weakest.

Summary: Why is it important to have a variety of emotional and logical evidence?

Extension Activity: Continue to locate, read, annotate, and summarize for homework. Complete Categorizing and Weighing Evidence handout.

Attachment 1

CATEGORIZE & WEIGH THE EVIDENCE: Now that you have read and annotated your sources, extrapolate details (quotations/key ideas) from your articles that you plan to use in support of your thesis (position). Categorize this evidence by completing the **VEOSAFECATS** organizer. This will ensure that you have a variety of support for your position—too much statistical information will cause your argument to be dry and boring; too much anecdotal evidence will cause your argument to lack substance.

V	Values/beliefs <i>Economic growth cannot happen if our fellow citizens cannot afford to feed, clothe, and house themselves.</i>	
E O	Expert Opinions <i>Ohio has the fourth highest breast cancer mortality rate in the U.S., according to the American Cancer Society.</i>	
S	Statistics <i>Nine students were dismissed and another 37 given lesser punishments for cheating.</i>	
A	Analogies <i>Electrical conduction is like water flowing in a stream.</i>	
F	Facts <i>That same thinking was found in Philadelphia when the U.S. Constitution was created and sanctioned the Atlantic slave trade for more than 20 years.</i>	
E	Examples <i>Using a more efficient lamp, such as a compact fluorescent lamp, would save more energy.</i>	
C	Cause and effect <i>Without school funding for field trips, students are no longer able to learn about history first-hand.</i>	
A	Anecdotes <i>While driving yesterday, I noticed an abundance of trash on the side of the road.</i>	
T	Traditions/customs <i>The New York Marathon is held in November every year, bringing a flood of tourism to start the holiday season.</i>	
S	Special rules <i>Everyone deserves a chance at achieving the "American Dream."</i>	

Attachment 2

Meet with your partner, review your VEOSAFECATS charts, and “weigh” your combined evidence. Determine which points are the strongest and which are the weakest in supporting your position. Chart this information below.

ORDER OF IMPORTANCE		
	EVIDENCE	SOURCE TITLE
<i>S tr o n g e st</i>	1.	
	2.	
	3.	
⑤	4.	
	5.	
⑦	6.	
	7.	
<i>W e a k e st</i>	8.	
	9.	

GRADE LEVEL: 10
Big 6 Skill: Location and Access and Use of Information Continued
Lesson Topic: Researching the Opposition

Lesson 5

One Class Period

Aim: How can we prepare a refutation of the opposition?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	10	1,2,4,6,7,8,10
RI	10	1,2,3,4,6,8,10
S	10	1,2,3,4

Motivation:

1. Look up the definition of the following words: Refute and Concede.
2. Why do many individuals try to avoid concessions in their arguments? Explain.
3. Why is making a concession a strength and not a weakness? Explain.

Instructional Materials:

- Answering the Opposition (**Attachment 1**)
- District Online Database, Opposing Viewpoints
- Smartboard

Procedures and Pivotal Questions:

- Students will respond to the motivation.
- Students will share their responses with the entire class.
- Transition: Teacher will highlight student responses which emphasize that sound arguments do not ignore or insult the opposition but rather make reasonable concessions while refuting the opposition.
- Teacher will instruct students to work with their partners to research the opposing side (**Attachment 1**)
- Students will work with their partner to complete the Answering the Opposition handout.

Summary: Why is it important to research your opponent's point of view? Has your position on the subject changed as a result of your research? Explain? Why is it important to make concessions when refuting your opposition?

Extension Activity: Continue to locate, read, annotate, and summarize opposing articles for homework. Complete handout.

Attachment 1

Answering the Opposition

ANSWER THE OPPOSITION:

Now you are ready to anticipate, research, and prepare a response to your opponents. This requires you to be just as knowledgeable about their side of the argument as you are about your own. Today, you will locate three additional sources that address the main arguments argued by your opponents. After you locate your sources, read through them, and complete the following chart.

1.	
2.	

3.	
4.	

GRADE LEVEL: 10
Big 6 Skill: Synthesis
Lesson Topic: Outlining an Argument for Verbal and Written Presentation

Lesson 6

One Class Period

Aim: How can we organize and outline our information for our presentation?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	10	8, 9b
RI	10	1,2,3,4,6,8,10
S	10	1,2,3,4

Motivation: What will help me to present my ideas logically and effectively during debate?

Instructional Materials:

- Academic Controversy Outline (**Attachment 1**)
- Smartboard

Procedures and Pivotal Questions:

- Students will respond to the motivation.
- Students will share their responses with the entire class.
- Transition: Teacher will provide students with an outline for their presentations. Teacher will review outline and answer any questions in regard to the outline. Teacher may model the writing of an outline on a random contemporary social issue. (**Attachment 1**)
- Students will work with their partner to organize and outline their information.

Summary: Why is it important to have an outline?

Extension Activity: Review your outline and sources for tomorrow's debate.

Attachment 1

Topic: _____
Partners: _____

Presentation Outline

Overview:

Thesis:

Evidence:

1.	
2.	
3.	
4.	

5.

6.

Answering the Opposition:

1.

2.

3.

4.

Possible Concessions:

1.

2.

3.

4.

GRADE LEVEL: 10
Big 6 Skill: Synthesis
Lesson Topic: Synthesis and Evaluation

Lesson 7

One Class Period

Aim: How can we be active listeners and note takers?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	10	8, 9b
RI	10	1,2,3,4,6,8,10
S	10	1,2,3,4

Motivation:

1. Read through the Academic Controversy Protocol Review handout (**Attachment 1**). What questions do you have?
2. Read through the Academic Controversy Rubric handout (**Attachment 2**). What questions do you have?

Instructional Materials:

- Academic Controversy Protocol Review (**Attachment 1**)
- Academic Controversy Rubric (**Attachment 2**)
- Academic Controversy Discussion Notes and Debate (**Attachment 3**)
- Academic Controversy Observer's Notes During Debate (**Attachment 4**)
- Academic Controversy Reflective Response (**Attachment 5**)
- Smartboard

Procedures and Pivotal Questions:

- Teacher will review the Academic Controversy Protocol Review ***Attachment 1**) and Rubric (**Attachment 2**) handouts.
- Students will ask teacher any questions that they may have.
- Teacher will review the expectations of debaters and observers during debate week by reviewing the Academic Controversy handouts (**Attachments 3 and 4**) for debaters and observers. Class will review note taking tips (bullets, abbreviations, etc.)
- Teacher will review nightly homework assignment expectations during the week of debates. See Academic Controversy Reflective Response handout (**Attachment 5**).

Summary: Any questions? Are we ready?!!!

Attachment 1

**ATTACHMENT I: ACADEMIC CONTROVERSY
Protocol Review**

All students not participating in the current group’s presentation must actively take notes during the discussion so that they can contribute at the end of the debate. Class notes will be collected and graded.

<p>STEP 1 (1-2 mins)</p>	<p align="center">AB</p>	<p>Presentation of the overview: This objective, unbiased overview presents both sides of the controversy; it defines any unfamiliar/subject-specific words or concepts for the audience to have a foundation of knowledge on the topic.</p>
<p>STEP 2 (4 mins)</p>	<p align="center">AB <i>(Pair CD is actively taking notes and may NOT interrupt AB at any point)</i></p>	<p>Presentation of the “for”/”pro” side of the issue: Partners must have copies of each other’s notes and must be knowledgeable about each other’s evidence in the event one partner is absent.</p>
<p>STEP 3 (4 mins)</p>	<p align="center">BC <i>(Pair AB is actively taking notes and may NOT interrupt CD at any point)</i></p>	<p>Presentation of the “against”/”con” side of the issue: Partners must have copies of each other’s notes and must be knowledgeable about each other’s evidence in the event one partner is absent. This is NOT the time to refute what AB just presented; instead, CD will present their best evidence for their position.</p>
<p>STEP 4 (3-4 mins)</p>	<p align="center">AB and CD</p>	<p>Open discussion: Either side may address each other in a mature fashion. Use your notes to respond to your opposition. Pair AB will begin the conversation and the conversation may <i>flow freely</i> from this point on.</p>
<p>STEP 5</p>	<p align="center">AB and CD</p>	<p>Concessions: Pair AB will begin. Use the sentence starters on the ARGUMENTATIVE LANGUAGE handout to make concessions where appropriate.</p>
<p>STEP 6</p>	<p align="center">Whole Class</p>	<p>Open discussion: teacher will call on volunteers to share their viewpoints based on the notes taken from the group’s conversation.</p>

Attachment 2

Topic: _____ **ACADEMIC CONTROVERSY RUBRIC**

Partnership: _____ **AB or CD**

Knowledge of Issue and Topic	Expert knowledge of topic	Well-developed knowledge of topic	Emerging knowledge of topic	Little knowledge of topic	No knowledge of topic
Knowledge of Counter Argument	Expert knowledge of counter argument	Well-developed knowledge of counter argument	Emerging knowledge of counter argument	Little knowledge of counter argument	No knowledge of counter argument
Claims, Evidence, and Rationale	Utilizes four or more reliable sources and can thoroughly justify the purpose of each	Utilizes at least three reliable sources and can justify the purpose of each	Utilizes at least two reliable sources and somewhat justifies the purpose of each	Utilizes at least one reliable source and somewhat justify its purpose	Utilizes only opinion and/or personal experience
Consideration of Perspectives	Able to engage in a highly productive discourse and make concessions when appropriate	Able to engage in some productive discourse and make concessions when appropriate	Emerging ability to engage in productive discourse	Able to engage in very little productive discourse and make concessions when appropriate	Unable or unwilling to listen to the opposition
Tone, Inflection, Language, and Professionalism	Utilizes a high level vocabulary, appropriate rhetorical appeals and excellent control of voice, inflection and pitch	Utilizes some high level vocabulary, appropriate rhetorical appeals and good control of voice, inflection and pitch	Emerging use of academic vocabulary, rhetorical appeals and emerging control of voice, inflection and pitch	Utilizes little academic vocabulary, rhetorical appeals and poor moderation of voice, inflection and pitch	Does not utilize academic vocabulary, rhetorical appeals; unwilling or unable to moderate voice, inflection and pitch

Additional Comments:

Name _____

Attachment 4

ACADEMIC CONTROVERSY
Observer's Notes during Debate

ACADEMIC CONTROVERSY	
Observer's Notes during Debate	
<i>I agree with ...</i>	<i>I disagree with ...</i>

GRADE LEVEL: 10
Big 6 Skill: Synthesis
Lesson Topic: MLA Parenthetical In-text Citations

Lesson 8

One Class Period

Aim: How can we properly cite our sources?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	10	9
RI	10	1,2,3,4,6,8,10

Motivation:

What is the difference between a parenthetical citation and a Works Cited page?

Instructional Materials:

- Purdue OWL MLA Style and Formatting Guide -- <https://owl.english.purdue.edu/owl/resource/747/02/>
- Parenthetical Citations and Works Cited Practice (**Attachment 1**)
- Smartboard

Procedures and Pivotal Questions:

- Once debates are over, the teacher will review how to compose proper MLA in-text parenthetical citations and works cited page.
- Teacher will project OWL MLA Style and Formatting Guide on the Smartboard to review.
- Teacher will model the different ways in which students may be expected to compose in-text citations.
- Teacher will instruct students to practice citing using an MLA format.
- Teacher will review how to create a Works Cited page. (**Attachment 1**)
- Students will work together to properly cite quotes extrapolated from texts.
- Teacher will review answers.
- Students will begin drafting their research papers.

Summary: When do you need to cite? What is the purpose of an in-text citation? What is the purpose of a works cited page?

Attachment 1

Practicing With MLA Parenthetical Citations

Directions: Using the information below, write the correct parenthetical citations for each example in the parenthesis provided.

Example of a Works Cited page:

Donaldson, Same. Bantering on Watergate. New York: Penguin Books, 1985.

Jennings, Peter. Pushing the Limits of Political Journalism. Washington: Greater Politics Press, 1994.

Smith, Charles. I Love Politics: A Guide to the United States. Chicago: Penn Press, 2001.

Xavier, Jason and Thomas Yater. Political Guide to the United States. New York: Ballantine, 2004.

Xavier, Jason. Somewhere in the Political Realm. New York: Ballantine, 2002.

Questions:

1. "He spoke to us in German and then left us behind" ().

-from Donaldson's *Bantering on Watergate*, page 45

2. "I never thought of myself as proud", says Jennings in his book *Pushing the Limits of Political Journalism* ().

- This source was located on page 107

3. "Politics is such an interesting field" ().

-From Charles Smith's book, page 451

4. "Enraged is how he felt after the episode" ().

-From Jason Xavier's book *Somewhere in the Political Realm*, page 233.

5. In *Political Guide to the United States*, Xavier and Yater explore the idea that the U. S. is changing politically ().

- From page 544 of this book

GRADE LEVEL: 11
Big 6 Skill: Information Seeking Strategies
Lesson Topic: Using BYOD resources for research

Lesson 1

One Class Period

Aim: Where can we turn to find historical information on the 1920's?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	11	9a 9b
RI	11	3,4

Motivation:

- After reading chapter 3 of the novel, the students will make a list of terms and ideas that are unfamiliar to them. Once the class has finished locating the terms, the students will then choose one term to examine. - 10 minutes to discuss.

*Please note: While this project is designed for **The Great Gatsby** it can be easily adapted to deal with any work or literature in the current canon.*

Instructional Materials:

- The Great Gatsby: students should have completed chapter 3
- Smart-phones
- Information sheet (**Attachment 1**)
- YouTube, Wikipedia, podcasts, magazine and newspaper archives

Procedures and Pivotal Questions:

- Students will begin the process in pairs using their own devices to gather information about the unfamiliar term of their choice. Students should be given fifteen minutes to examine the topic and fill out the sheet.
- The class will then discuss their findings about the topic.
- Where did you find the most useful material? How did you determine if your source was legitimate? Why is it important to find legitimate sources?
- What is the best source you found? Why would you rate it the best source?
- Where else could you find this information?
- Mention online magazine archives and podcasts
-

Summary:

- How is your smartphone a research resource?

Extension Activity:

- Find article from a magazine dated from the 1920's that relates in some way to The Great Gatsby.

Attachment 1

Name:

English 11R

Internet source evaluation sheet

Topic to be addressed:

Your findings:

Sources of your information (give specific links to the site your are using) :

On a scale of 1 - 10 how trust worthy is your source? Both team members must agree on this rating. **1 2 3 4 5 6 7 8 9 10**

Explain why you rated your source in this manner:

GRADE LEVEL: 11

Big 6 Skill: Use of Information and Location and Access

Lesson Topic: Defining research need

Lesson 2 One to two class periods depending on class discussion time

Aim: As readers, why is research important to our understanding of a text?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	11	8, 9
RI	11	1, 6,

Motivation:

- Class sharing of homework articles
- Class reading and analysis of handout article
- Group assessment of non-fiction
- Group discussion relating nonfiction to *The Great Gatsby*

Instructional Materials:

- “*Stop That Skirt-Chaser! The Movement to Outlaw Flirting in the 1920s*” (**Attachment 1**)
- Assessment handout (**Attachment 2**)

Procedures and Pivotal Questions:

- Students will begin in a circle and volunteers will share their articles from the previous night
- How difficult was it to find archived articles?
- Where did you go to find your article? Is the article you presented in class today reputable? How can you tell?
- Why must we as readers and researchers strive to find reputable sources?

Summary:

Why should we, as readers, attempt to understand the historical context in which a work is written?

Extension activity:

- At this point the teacher will hand out the article, *"Stop That Skirt-Chaser! The Movement to Outlaw Flirting in the 1920s"*
- The students will read this article for homework and fill out the associated article analysis sheet.

Attachment 1

The Atlantic

Stop That Skirt-Chaser! The Movement to Outlaw Flirting in the 1920s **ALEXIS COE**

FEB 12, 2013

If the Anti-Flirt activists of the early 20th century had gotten their way, cheeky advances and drive-by flirting would today be things of the past.

The Washington-based chapter of the Anti-Flirt club (Library of Congress)

During the weeks leading up to Valentine's Day, an abundance of articles offering familiar advice on amorous overtures suddenly materialize en masse. But there was a time when one of the holiday's most popular topics—flirting—was under attack in America.





A Washington Post article from February 28, 1923, titled "10 Girls Start War on Auto Invitation," laid out the problem: "Too many motorists are taking advantage of the precedent established during the war by offering to take young lady pedestrians in their cars, Miss Helen Brown, 639 Longfellow Street, declared yesterday." Brown, the secretary of the nascent Anti-Flirt club, warned that these men "don't all tender their invitations to save the girls a walk," and while there were "other varieties of flirts," motorists were the absolute worst.

Brown, along with the president—a Miss Alice Reighly of 1400 Harvard Street—made their plan of action known. On March 4, 1923, the first-ever Anti-Flirt Week (and only since) would commence. The Post published the club's rules:

1. Don't flirt; those who flirt in haste oft repent in leisure.
2. Don't accept rides from flirting motorists—they don't all invite you in to save you a walk.
3. Don't use your eyes for ogling—they were made for worthier purposes.
4. Don't go out with men you don't know—they may be married, and you may be in for a hair-pulling match.
5. Don't wink—a flutter of one eye may cause a tear in the other.
6. Don't smile at flirtatious strangers—save them for people you know.
7. Don't annex all the men you can get—by flirting with many you may lose out on the one.
8. Don't fall for the slick, dandified cake eater—the unpolished gold of a real man is worth more than the gloss of lounge lizard.
9. Don't let elderly men with an eye to a flirtation pat you on the shoulder and take a fatherly interest in you. Those are usually the kind who want to forget they are fathers.
10. Don't ignore the man you are sure of while you flirt with another. When you return to the first one you may find him gone.

It seems there was a small, national movement underway, with chapters springing up in Manhattan, Chicago, and other cities. But unlike the female-led Washington, D.C.-based group, Manhattan's fledgling Anti-Flirt club was headed up by men, including "George Carroll, theatrical man, and James Madison, a broker." On November 21, 1922, a reporter for the New York Times summed up their concerns:

The five men forming the nucleus of the organization say that in New York's streets, especially in the theatrical districts, hordes of pests of the masher species are carrying their activities to a point where no woman is safe from approach and insult.

The association intends, through publicity, to educate public opinion to the point where a woman will consider it her duty to prosecute the masher who attempts to force his attentions upon her. The association intends to have its own counsel, who will aid in prosecuting all masher cases.

During those initial meetings at the Hotel Biltmore, the New York contingent settled on a slogan ("Jail the flirt") and an insignia (a lizard pierced by a hatpin). The term "[lounge lizard](#)" first appeared in the American vernacular in 1912, and while it most often referred to musicians who performed in lounges, the truncated label applied to well-dressed men who wooed women with their deceptive charm. Likewise, a "masher"—similar to a skirt chaser, wolf, or philanderer—was a man who made his amorous intentions known in an aggressive manner, maintaining brief relations with various women.

New York membership was "unlimited," voluntary, and required no dues, but each member "pledged to obtain five others to join the campaign for the extermination of the flirt." Perhaps comrades were difficult to enlist, or leadership was unable to secure counsel. Whatever the reason, the Times seemed to quickly tire of the subject.

"The Flirt," however, a production at the Rialto Theater in New York, sought to capitalize on whatever notoriety the club had garnered. An advertisement for the production appeared in the Times on December 23, 1922 with a new, provocative line: "Anti-Flirt Crusaders: You don't know the half of it."

A day later, the Chicago Tribune ran a grainy photograph of man being thrown upside down. Sadly, no article follows—just a caption by way of explanation:

TREAT 'EM ROUGH is the war cry of the Anti-Flirt society. Miss Olga Emrick, a Cincinnati stenographer, shows how a jiu-jitsu twist of the wrist will send a man flip-flopping as pictured above.

What remains unclear, though, is what these men could have actually been charged with if the New York coalition had secured a lawyer. Several politicians had tried and failed to pass legislation regulating mashers. As early as 1897, Missouri representative Prichard B. Hoot introduced a bill that sought to regulate flirting on trains, but the endeavor ultimately proved unsuccessful. That same year, Senator James G. McCune recommended Virginia make flirting a misdemeanor; like his earlier proposal to outlaw football, this bill did not come to fruition.

Legal precedent aside, police officers did arrest mashers, paying special attention to motorists. On August 9, 1931, The Chicago Tribune recounted the "emphatic edict" issued by Acting Police Commissioner John Alock:

This street flirting has got to stop in Chicago. No longer may young men in automobiles edge over to the curb and honk their horns at pretty girls on the sidewalk. They must quit ogling women from loafing places in front of drug stores, cigar stores and other public hangouts.

The Commissioner demanded "vigorous prosecution" of all offenders, an order which had apparently been last issued "in the days of yore, when 'O, you kid' was considered quite a daring remark when addressed to long haired girls in long dresses." A great number of complaints about "sheiks and hoodlums" preying on unescorted young women flooded the precincts, and police were instructed to respond immediately and "lock them up." For what, we do not know. If any of the cases ended up in court, they did not garner media attention.

The Chicago Defender later mentioned the movement on July 12, 1938, albeit somewhat mockingly. Under the headline "Police Drive Auto Mashers; 17 Boys Seized," a reporter wrote that "prisoners' cars thronged the streets in front of the police station, and residents smiled as they learned the anti-flirt campaign was on again."

The Anti-Flirt movement all but disappeared from the papers in the late 1930s. Women who have walked city streets in the decades since know subsequent generations of the offending motorists, mashers, and lizards who hoot, whistle, and heckle still abound—but the only entity still bearing the Anti-Flirt name today appears to be a lingerie company in France.

Attachment 2

Name:

English 11R

Research

Answer the following questions based upon your reading of the article, **“Stop That Skirt-Chaser! The Movement to Outlaw Flirting in the 1920s”** from *The Atlanti*.

1) What is the source of this article?

2) Briefly summarize the article:

3) What does the article tell the reader about the 1920's?

4) How does this article relate to the novel, *The Great Gatsby*?

5) Choose one character from *The Great Gatsby*, and explain how this article relate to him/her and why?

GRADE LEVEL: 11
Big 6 Skill: Information Seeking Strategies
Lesson Topic: Evaluating a text for relevant information

Lesson 3

One Class Period

Aim: Identify the time period and explain what significant facts the reader is able to learn about the time period through this article. How does this information help your understanding of the text?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	11	2,4,7,9
SL	11	1,4

Motivation:

- Reading and evaluation of the article, “Stop Chasing that Skirt Chaser.”
- What can a non-fiction text reveal about a fiction text?
- How can both genres inform our understanding of a time period?

Instructional Materials:

- Article from Lesson 2

Procedures and Pivotal Questions:

- Students will begin with a brief discussion of the article. What is the basic topic of the article?
- How did the article relate to the text we are reading?
- What did you find surprising about the time period compared to the time period in which we live?
- Could this article be effectively published in our time period? Why or Why not?
- What did this article teach you about the time period in which *The Great Gatsby* takes place?
- How does this article help you understand the behavior of specific characters in the text such as: Nick, Tom, and Myrtle?

Summary:

- In a brief paragraph: explain why it is important for readers to understand the nuances of the time period in which a work of literature occurs?

Extension Activity:

- Think about the decade in which you live, what events would you identify as “Defining” this decade?

GRADE LEVEL: 11
Big 6 Skill: Task Definition
Lesson Topic: Developing research topics

Lesson 4 One to two class periods depending on class discussion

Aim: How can we discover the defining ideas of a decade? How defining these ideas lead to research topics?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	11	1,2,4,7,9
RI	11	1,2

Motivation:

- Class discussion
- Complete the Topic sheet

Instructional Materials:

- “The End of White America” - To be read prior to this lesson (**Attachment 1**)
- Article analysis sheet (**Attachment 2**)
- Topic idea worksheet (**Attachment 3**)

Procedures and Pivotal Questions:

- What determines a decade? How will we be able to look back on a decade and determine the important events of the time period?
- Using the article, “The End of White America,” (**Attachment 1**) what can we determine would be some of the significant events of the time period outlined in the article? List them on the worksheet.
- Using our work from today, what do we want to know about *The Great Gatsby*? How did you determine these topics?
- The class will then discuss the topics, and make a list that students can use as inspiration. You may also offer an alternative topic with teacher approval. Realize that your topic may need to be adapted to the research resources you will be offered to use.

Summary:

- What topic would you like to research?

Extension Activity: Choose three topics from the list we have developed in order of interest.

Attachment 1

Name:
English 11R
Worksheet 1

Answer the following questions after reading the passage entitled, “The End of White America”.

1) What does this article say about America?

2) Approximately what time period is this article discussing?

3) List three ideas that are crucial to the understanding of this time period. Explain why you feel this idea is crucial to the understanding of the time period.

Idea 1:

Idea 2:

Idea 3:

Attachment 2:

Name:
English 11R
Worksheet 2

In the spaces provided below provide three ideas that you would be interested in examining about the 1920's You may use any part of The Great Gatsby or any of the works regarding the 1920's that you have read thus far.

Idea1: _____

Why you're interested in researching this ideas:

Idea 2:

Why you're interested in researching this idea:

Idea 3:

Why you're interested in researching this idea:

Attachment 3:

The Atlantic U.S.

The End of White America?

The Election of Barack Obama is just the most startling manifestation of a larger trend: the gradual erosion of “whiteness” as the touchstone of what it means to be American. If the end of white America is a cultural and demographic inevitability, what will the new mainstream look like—and how will white Americans fit into it? What will it mean to be white when whiteness is no longer the norm? And will a post-white America be less racially divided—or more so?

HUA HSU

JANUARY/FEBRUARY 2009 ISSUE

ILLUSTRATIONS BY FELIX SOCKWELL

"CIVILIZATION'S GOING TO PIECES," he remarks. He is in polite company, gathered with friends around a bottle of wine in the late-afternoon sun, chatting and gossiping. "I've gotten to be a terrible pessimist about things. Have you read *The Rise of the Colored Empires* by this man Goddard?" They hadn't. "Well, it's a fine book, and everybody ought to read it. The idea is if we don't look out the white race will be—will be utterly submerged. It's all scientific stuff; it's been proved."

Hua Hsu and Ta-Nehisi Coates discuss Obama, football, hip-hop, and the elusive notion of a "post-racial" society. He is Tom Buchanan, a character in F. Scott Fitzgerald's *The Great Gatsby*, a book that nearly everyone who passes through the American education system is compelled to read at least once. Although *Gatsby* doesn't gloss as a book on racial anxiety—it's too busy exploring a different set of anxieties entirely—Buchanan was hardly alone in feeling besieged. The book by "this man Goddard" had a real-world analogue: Lothrop Stoddard's *The Rising Tide of Color Against White World-Supremacy*, published in 1920, five years before *Gatsby*. Nine decades later, Stoddard's polemic remains oddly engrossing. He refers to World War I as the "White Civil War" and laments the "cycle of ruin" that may result if the "white world" continues its infighting. The book features a series of foldout maps depicting the distribution of "color" throughout the world and warns, "Colored migration is a universal peril, menacing every part of the white world."

As briefs for racial supremacy go, *The Rising Tide of Color* is eerily serene. Its tone is scholarly and gentlemanly, its hatred rationalized and, in Buchanan's term, "scientific." And the book was hardly a fringe phenomenon. It was published by Scribner, also Fitzgerald's publisher, and

Stoddard, who received a doctorate in history from Harvard, was a member of many professional academic associations. It was precisely the kind of book that a 1920s man of Buchanan's profile—wealthy, Ivy League-educated, at once pretentious and intellectually insecure—might have been expected to bring up in casual conversation.

As white men of comfort and privilege living in an age of limited social mobility, of course, Stoddard and the Buchanans in his audience had nothing literal to fear. Their sense of dread hovered somewhere above the concerns of everyday life. It was linked less to any immediate danger to their class's political and cultural power than to the perceived fraying of the fixed, monolithic identity of whiteness that sewed together the fortunes of the fair-skinned.

From the hysteria over Eastern European immigration to the vibrant cultural miscegenation of the Harlem Renaissance, it is easy to see how this imagined worldwide white kinship might have seemed imperiled in the 1920s. There's no better example of the era's insecurities than the 1923 Supreme Court case *United States v. Bhagat Singh Thind*, in which an Indian American veteran of World War I sought to become a naturalized citizen by proving that he was Caucasian. The Court considered new anthropological studies that expanded the definition of the Caucasian race to include Indians, and the justices even agreed that traces of "Aryan blood" coursed through Thind's body. But these technicalities availed him little. The Court determined that Thind was not white "in accordance with the understanding of the common man" and therefore could be excluded from the "statutory category" of whiteness. Put another way: Thind was white, in that he was Caucasian and even Aryan. But he was not white in the way Stoddard or Buchanan were white.

The '20s debate over the definition of whiteness—a legal category? a commonsense understanding? a worldwide civilization?—took place in a society gripped by an acute sense of racial paranoia, and it is easy to regard these episodes as evidence of how far we have come. But consider that these anxieties surfaced when whiteness was synonymous with the American mainstream, when threats to its status were largely imaginary. What happens once this is no longer the case—when the fears of Lothrop Stoddard and Tom Buchanan are realized, and white people actually become an American minority?

Whether you describe it as the dawning of a post-racial age or just the end of white America, we're approaching a profound demographic tipping point. According to an August 2008 report by the U.S. Census Bureau, those groups currently categorized as racial minorities—blacks and Hispanics, East Asians and South Asians—will account for a majority of the U.S. population by the year 2042. Among Americans under the age of 18, this shift is projected to take place in 2023, which means that every child born in the United States from here on out will belong to the first post-white generation.

Obviously, steadily ascending rates of interracial marriage complicate this picture, pointing toward what Michael Lind has described as the "beiging" of America. And it's possible that "beige Americans" will self-identify as "white" in sufficient numbers to push the tipping point further into the future than the Census Bureau projects. But even if they do, whiteness will be a label adopted out of convenience and even indifference, rather than aspiration and necessity.

For an earlier generation of minorities and immigrants, to be recognized as a "white American," whether you were an Italian or a Pole or a Hungarian, was to enter the mainstream of American life; to be recognized as something else, as the Thind case suggests, was to be permanently

excluded. As Bill Imada, head of the IW Group, a prominent Asian American communications and marketing company, puts it: “I think in the 1920s, 1930s, and 1940s, [for] anyone who immigrated, the aspiration was to blend in and be as American as possible so that white America wouldn’t be intimidated by them. They wanted to imitate white America as much as possible: learn English, go to church, go to the same schools.”

Today, the picture is far more complex. To take the most obvious example, whiteness is no longer a precondition for entry into the highest levels of public office. The son of Indian immigrants doesn’t have to become “white” in order to be elected governor of Louisiana. A half-Kenyan, half-Kansan politician can self-identify as black and be elected president of the United States.

As a purely demographic matter, then, the “white America” that Lothrop Stoddard believed in so fervently may cease to exist in 2040, 2050, or 2060, or later still. But where the culture is concerned, it’s already all but finished. Instead of the long-standing model of assimilation toward a common center, the culture is being remade in the image of white America’s multiethnic, multicolored heirs.

For some, the disappearance of this centrifugal core heralds a future rich with promise. In 1998, President Bill Clinton, in a now-famous address to students at Portland State University, remarked: Today, largely because of immigration, there is no majority race in Hawaii or Houston or New York City. Within five years, there will be no majority race in our largest state, California. In a little more than 50 years, there will be no majority race in the United States. No other nation in history has gone through demographic change of this magnitude in so short a time ... [These immigrants] are energizing our culture and broadening our vision of the world. They are renewing our most basic values and reminding us all of what it truly means to be American.

Not everyone was so enthused. Clinton’s remarks caught the attention of another anxious Buchanan—Pat Buchanan, the conservative thinker. Revisiting the president’s speech in his 2001 book, *The Death of the West*, Buchanan wrote: “Mr. Clinton assured us that it will be a better America when we are all minorities and realize true ‘diversity.’ Well, those students [at Portland State] are going to find out, for they will spend their golden years in a Third World America.”

Today, the arrival of what Buchanan derided as “Third World America” is all but inevitable. What will the new mainstream of America look like, and what ideas or values might it rally around? What will it mean to be white after “whiteness” no longer defines the mainstream? Will anyone mourn the end of white America? Will anyone try to preserve it?

ANOTHER MOMENT FROM *The Great Gatsby*: as Fitzgerald’s narrator and Gatsby drive across the Queensboro Bridge into Manhattan, a car passes them, and Nick Carraway notices that it is a limousine “driven by a white chauffeur, in which sat three modish negroes, two bucks and a girl.” The novelty of this topsy-turvy arrangement inspires Carraway to laugh aloud and think to himself, “Anything can happen now that we’ve slid over this bridge, anything at all ...”

For a contemporary embodiment of the upheaval that this scene portended, consider Sean Combs, a hip-hop mogul and one of the most famous African Americans on the planet. Combs

grew up during hip-hop's late-1970s rise, and he belongs to the first generation that could safely make a living working in the industry—as a plucky young promoter and record-label intern in the late 1980s and early 1990s, and as a fashion designer, artist, and music executive worth hundreds of millions of dollars a brief decade later.

In the late 1990s, Combs made a fascinating gesture toward New York's high society. He announced his arrival into the circles of the rich and powerful not by crashing their parties, but by inviting them into his own spectacularly over-the-top world. Combs began to stage elaborate annual parties in the Hamptons, not far from where Fitzgerald's novel takes place. These "white parties"—attendees are required to wear white—quickly became legendary for their opulence (in 2004, Combs showcased a 1776 copy of the Declaration of Independence) as well as for the cultures-colliding quality of Hamptons elites paying their respects to someone so comfortably nouveau riche. Prospective business partners angled to get close to him and praised him as a guru of the lucrative "urban" market, while grateful partygoers hailed him as a modern-day Gatsby.

"Have I read *The Great Gatsby*?" Combs said to a London newspaper in 2001. "I am the Great Gatsby." Yet whereas Gatsby felt pressure to hide his status as an arriviste, Combs celebrated his position as an outsider-insider—someone who appropriates elements of the culture he seeks to join without attempting to assimilate outright. In a sense, Combs was imitating the old WASP establishment; in another sense, he was subtly provoking it, by over-enunciating its formality and never letting his guests forget that there was something slightly off about his presence. There's a silent power to throwing parties where the best-dressed man in the room is also the one whose public profile once consisted primarily of dancing in the background of Biggie Smalls videos. ("No one would ever expect a young black man to be coming to a party with the Declaration of Independence, but I got it, and it's coming with me," Combs joked at his 2004 party, as he made the rounds with the document, promising not to spill champagne on it.)

In this regard, Combs is both a product and a hero of the new cultural mainstream, which prizes diversity above all else, and whose ultimate goal is some vague notion of racial transcendence, rather than subversion or assimilation. Although Combs's vision is far from representative—not many hip-hop stars vacation in St. Tropez with a parasol-toting manservant shading their every step—his industry lies at the heart of this new mainstream. Over the past 30 years, few changes in American culture have been as significant as the rise of hip-hop. The genre has radically reshaped the way we listen to and consume music, first by opposing the pop mainstream and then by becoming it. From its constant sampling of past styles and eras—old records, fashions, slang, anything—to its mythologization of the self-made black antihero, hip-hop is more than a musical genre: it's a philosophy, a political statement, a way of approaching and remaking culture. It's a lingua franca not just among kids in America, but also among young people worldwide. And its economic impact extends beyond the music industry, to fashion, advertising, and film. (Consider the producer Russell Simmons—the ur-Combs and a music, fashion, and television mogul—or the rapper 50 Cent, who has parlayed his rags-to-riches story line into extracurricular successes that include a clothing line; book, video-game, and film deals; and a startlingly lucrative partnership with the makers of Vitamin Water.)

But hip-hop's deepest impact is symbolic. During popular music's rise in the 20th century, white artists and producers consistently "mainstreamed" African American innovations. Hip-hop's ascension has been different. Eminem notwithstanding, hip-hop never suffered through anything

like an Elvis Presley moment, in which a white artist made a musical form safe for white America. This is no dig at Elvis—the constrictive racial logic of the 1950s demanded the erasure of rock and roll’s black roots, and if it hadn’t been him, it would have been someone else. But hip-hop—the sound of the post- civil-rights, post-soul generation—found a global audience on its own terms.

Today, hip-hop’s colonization of the global imagination, from fashion runways in Europe to dance competitions in Asia, is Disney-esque. This transformation has bred an unprecedented cultural confidence in its black originators. Whiteness is no longer a threat, or an ideal: it’s kitsch to be appropriated, whether with gestures like Combs’s “white parties” or the trickle-down epidemic of collared shirts and cuff links currently afflicting rappers. And an expansive multiculturalism is replacing the us-against-the-world bunker mentality that lent a thrilling edge to hip-hop’s mid-1990s rise.

Peter Rosenberg, a self-proclaimed “nerdy Jewish kid” and radio personality on New York’s Hot 97 FM—and a living example of how hip-hop has created new identities for its listeners that don’t fall neatly along lines of black and white— shares another example: “I interviewed [the St. Louis rapper] Nelly this morning, and he said it’s now very cool and in to have multicultural friends. Like you’re not really considered hip or ‘you’ve made it’ if you’re rolling with all the same people.”

Just as Tiger Woods forever changed the country-club culture of golf, and Will Smith confounded stereotypes about the ideal Hollywood leading man, hip-hop’s rise is helping redefine the American mainstream, which no longer aspires toward a single iconic image of style or class. Successful network-television shows like *Lost*, *Heroes*, and *Grey’s Anatomy* feature wildly diverse casts, and an entire genre of half-hour comedy, from *The Colbert Report* to *The Office*, seems dedicated to having fun with the persona of the clueless white male. The youth market is following the same pattern: consider the Cheetah Girls, a multicultural, multiplatinum, multiplatform trio of teenyboppers who recently starred in their third movie, or *Dora the Explorer*, the precocious bilingual 7-year-old Latina adventurer who is arguably the most successful animated character on children’s television today. In a recent address to the Association of Hispanic Advertising Agencies, Brown Johnson, the Nickelodeon executive who has overseen *Dora*’s rise, explained the importance of creating a character who does not conform to “the white, middle-class mold.” When Johnson pointed out that *Dora*’s wares were outselling Barbie’s in France, the crowd hooted in delight.

Pop culture today rallies around an ethic of multicultural inclusion that seems to value every identity—except whiteness. “It’s become harder for the blond-haired, blue-eyed commercial actor,” remarks Rochelle Newman-Carrasco, of the Hispanic marketing firm Enlace. “You read casting notices, and they like to cast people with brown hair because they could be Hispanic. The language of casting notices is pretty shocking because it’s so specific: ‘Brown hair, brown eyes, could look Hispanic.’ Or, as one notice put it: ‘Ethnically ambiguous.’”

“I think white people feel like they’re under siege right now—like it’s not okay to be white right now, especially if you’re a white male,” laughs Bill Imada, of the IW Group. Imada and Newman-Carrasco are part of a movement within advertising, marketing, and communications

firms to reimagine the profile of the typical American consumer. (Tellingly, every person I spoke with from these industries knew the Census Bureau's projections by heart.)

"There's a lot of fear and a lot of resentment," Newman-Carrasco observes, describing the flak she caught after writing an article for a trade publication on the need for more-diverse hiring practices. "I got a response from a friend—he's, like, a 60-something white male, and he's been involved with multicultural recruiting," she recalls. "And he said, 'I really feel like the hunted. It's a hard time to be a white man in America right now, because I feel like I'm being lumped in with all white males in America, and I've tried to do stuff, but it's a tough time.'"

"I always tell the white men in the room, 'We need you,'" Imada says. "We cannot talk about diversity and inclusion and engagement without you at the table. It's okay to be white!

"But people are stressed out about it. 'We used to be in control! We're losing control!'"

IF THEY'RE RIGHT—if white America is indeed "losing control," and if the future will belong to people who can successfully navigate a post-racial, multicultural landscape—then it's no surprise that many white Americans are eager to divest themselves of their whiteness entirely.

For some, this renunciation can take a radical form. In 1994, a young graffiti artist and activist named William "Upski" Wimsatt, the son of a university professor, published *Bomb the Suburbs*, the spiritual heir to Norman Mailer's celebratory 1957 essay, "The White Negro." Wimsatt was deeply committed to hip-hop's transformative powers, going so far as to embrace the status of the lowly "wigger," a pejorative term popularized in the early 1990s to describe white kids who steep themselves in black culture. Wimsatt viewed the wigger's immersion in two cultures as an engine for change. "If channeled in the right way," he wrote, "the wigger can go a long way toward repairing the sickness of race in America."

Wimsatt's painfully earnest attempts to put his own relationship with whiteness under the microscope coincided with the emergence of an academic discipline known as "whiteness studies." In colleges and universities across the country, scholars began examining the history of "whiteness" and unpacking its contradictions. Why, for example, had the Irish and the Italians fallen beyond the pale at different moments in our history? Were Jewish Americans white? And, as the historian Matthew Frye Jacobson asked, "Why is it that in the United States, a white woman can have black children but a black woman cannot have white children?"

Much like Wimsatt, the whiteness-studies academics—figures such as Jacobson, David Roediger, Eric Lott, and Noel Ignatiev—were attempting to come to terms with their own relationships with whiteness, in its past and present forms. In the early 1990s, Ignatiev, a former labor activist and the author of *How the Irish Became White*, set out to "abolish" the idea of the white race by starting the New Abolitionist Movement and founding a journal titled *Race Traitor*. "There is nothing positive about white identity," he wrote in 1998. "As James Baldwin said, 'As long as you think you're white, there's no hope for you.'"

Although most white Americans haven't read *Bomb the Suburbs* or *Race Traitor*, this view of whiteness as something to be interrogated, if not shrugged off completely, has migrated to less academic spheres. The perspective of the whiteness-studies academics is commonplace now, even if the language used to express it is different. "I get it: as a straight white male, I'm the

worst thing on Earth,” Christian Lander says. Lander is a Canadian-born, Los Angeles–based satirist who in January 2008 started a blog called *Stuff White People Like* (stuffwhitepeoplelike.com), which pokes fun at the manners and mores of a specific species of young, hip, upwardly mobile whites. (He has written more than 100 entries about whites’ passion for things like bottled water, “the idea of soccer,” and “being the only white person around.”) At its best, Lander’s site—which formed the basis for a recently published book of the same name (reviewed in the October 2008 *Atlantic*)—is a cunningly precise distillation of the identity crisis plaguing well-meaning, well-off white kids in a post-white world.

“Like, I’m aware of all the horrible crimes that my demographic has done in the world,” Lander says. “And there’s a bunch of white people who are desperate —desperate—to say, ‘You know what? My skin’s white, but I’m not one of the white people who’s destroying the world.’”

For Lander, whiteness has become a vacuum. The “white identity” he limns on his blog is predicated on the quest for authenticity—usually other people’s authenticity. “As a white person, you’re just desperate to find something else to grab onto. You’re jealous! Pretty much every white person I grew up with wished they’d grown up in, you know, an ethnic home that gave them a second language. White culture is Family Ties and Led Zeppelin and Guns N’ Roses—like, this is white culture. This is all we have.”

Lander’s “white people” are products of a very specific historical moment, raised by well-meaning Baby Boomers to reject the old ideal of white American gentility and to embrace diversity and fluidity instead. (“It’s strange that we are the kids of Baby Boomers, right? How the hell do you rebel against that? Like, your parents will march against the World Trade Organization next to you. They’ll have bigger white dreadlocks than you. What do you do?”) But his lighthearted anthropology suggests that the multicultural harmony they were raised to worship has bred a kind of self-denial.

Matt Wray, a sociologist at Temple University who is a fan of Lander’s humor, has observed that many of his white students are plagued by a racial-identity crisis: “They don’t care about socioeconomics; they care about culture. And to be white is to be culturally broke. The classic thing white students say when you ask them to talk about who they are is, ‘I don’t have a culture.’ They might be privileged, they might be loaded socioeconomically, but they feel bankrupt when it comes to culture ... They feel disadvantaged, and they feel marginalized. They don’t have a culture that’s cool or oppositional.” Wray says that this feeling of being culturally bereft often prevents students from recognizing what it means to be a child of privilege—a strange irony that the first wave of whiteness-studies scholars, in the 1990s, failed to anticipate.

Of course, the obvious material advantages that come with being born white— lower infant-mortality rates and easier-to-acquire bank loans, for example—tend to undercut any sympathy that this sense of marginalization might generate. And in the right context, cultural-identity crises can turn well-meaning whites into instant punch lines. Consider ego trip’s *The (White) Rapper Show*, a brilliant and critically acclaimed reality show that VH1 debuted in 2007. It depicted 10 (mostly hapless) white rappers living together in a dilapidated house—dubbed “*Tha White House*”—in the South Bronx. Despite the contestants’ best intentions, each one seemed like a profoundly confused caricature, whether it was the solemn graduate student committed to

fighting racism or the ghetto-obsessed suburbanite who had, seemingly by accident, named himself after the abolitionist John Brown.

Similarly, Smirnoff struck marketing gold in 2006 with a viral music video titled “Tea Partay,” featuring a trio of strikingly bad, V-neck-sweater-clad white rappers called the Prep Unit. “Haters like to clown our Ivy League educations / But they’re just jealous ’cause our families run the nation,” the trio brayed, as a pair of bottle-blond women in spiffy tennis whites shimmied behind them. There was no nonironic way to enjoy the video; its entire appeal was in its self-aware lampooning of WASP culture: verdant country clubs, “old money,” croquet, popped collars, and the like.

“The best defense is to be constantly pulling the rug out from underneath yourself,” Wray remarks, describing the way self-aware whites contend with their complicated identity. “Beat people to the punch. You’re forced as a white person into a sense of ironic detachment. Irony is what fuels a lot of white subcultures. You also see things like Burning Man, when a lot of white people are going into the desert and trying to invent something that is entirely new and not a form of racial mimicry. That’s its own kind of flight from whiteness. We’re going through a period where whites are really trying to figure out: Who are we?”

THE “FLIGHT FROM WHITENESS” of urban, college-educated, liberal whites isn’t the only attempt to answer this question. You can flee into whiteness as well. This can mean pursuing the authenticity of an imagined past: think of the deliberately white-bread world of Mormon America, where the ’50s never ended, or the anachronistic WASP entitlement flaunted in books like last year’s *A Privileged Life: Celebrating WASP Style*, a handsome coffee-table book compiled by Susanna Salk, depicting a world of seersucker blazers, whale pants, and deck shoes. (What the book celebrates is the “inability to be outdone,” and the “self-confidence and security that comes with it,” Salk tells me. “That’s why I call it ‘privilege.’ It’s this privilege of time, of heritage, of being in a place longer than anybody else.”) But these enclaves of preserved-in-amber whiteness are likely to be less important to the American future than the construction of whiteness as a somewhat pissed-off minority culture.

This notion of a self-consciously white expression of minority empowerment will be familiar to anyone who has come across the comedian Larry the Cable Guy— he of “Farting Jingle Bells”— or witnessed the transformation of Detroit-born- and-bred Kid Rock from teenage rapper into “American Bad Ass” southern-style rocker. The 1990s may have been a decade when multiculturalism advanced dramatically—when American culture became “colorized,” as the critic Jeff Chang put it—but it was also an era when a very different form of identity politics crystallized. Hip-hop may have provided the decade’s soundtrack, but the highest-selling artist of the ’90s was Garth Brooks. Michael Jordan and Tiger Woods may have been the faces of athletic superstardom, but it was NASCAR that emerged as professional sports’ fastest-growing institution, with ratings second only to the NFL’s.

As with the unexpected success of the apocalyptic *Left Behind* novels, or the Jeff Foxworthy-organized Blue Collar Comedy Tour, the rise of country music and auto racing took place well off the American elite’s radar screen. (None of Christian Lander’s white people would be caught dead at a NASCAR race.) These phenomena reflected a growing sense of cultural solidarity among lower- middle-class whites—a solidarity defined by a yearning for American

“authenticity,” a folksy realness that rejects the global, the urban, and the effete in favor of nostalgia for “the way things used to be.”

Like other forms of identity politics, white solidarity comes complete with its own folk heroes, conspiracy theories (Barack Obama is a secret Muslim! The U.S. is going to merge with Canada and Mexico!), and laundry lists of injustices. The targets and scapegoats vary—from multiculturalism and affirmative action to a loss of moral values, from immigration to an economy that no longer guarantees the American worker a fair chance—and so do the political programs they inspire. (Ross Perot and Pat Buchanan both tapped into this white identity politics in the 1990s; today, its tribunes run the ideological gamut, from Jim Webb to Ron Paul to Mike Huckabee to Sarah Palin.) But the core grievance, in each case, has to do with cultural and socioeconomic dislocation—the sense that the system that used to guarantee the white working-class some stability has gone off-kilter.

Wray is one of the founders of what has been called “white-trash studies,” a field conceived as a response to the perceived elite-liberal marginalization of the white working class. He argues that the economic downturn of the 1970s was the precondition for the formation of an “oppositional” and “defiant” white- working-class sensibility—think of the rugged, anti-everything individualism of 1977’s *Smokey and the Bandit*. But those anxieties took their shape from the aftershocks of the identity-based movements of the 1960s. “I think that the political space that the civil-rights movement opens up in the mid-1950s and ’60s is the transformative thing,” Wray observes. “Following the black-power movement, all of the other minority groups that followed took up various forms of activism, including brown power and yellow power and red power. Of course the problem is, if you try and have a ‘white power’ movement, it doesn’t sound good.”

The result is a racial pride that dares not speak its name, and that defines itself through cultural cues instead—a suspicion of intellectual elites and city dwellers, a preference for folksiness and plainness of speech (whether real or feigned), and the association of a working-class white minority with “the real America.” (In the Scots-Irish belt that runs from Arkansas up through West Virginia, the most common ethnic label offered to census takers is “American.”) Arguably, this white identity politics helped swing the 2000 and 2004 elections, serving as the powerful counterpunch to urban white liberals, and the McCain-Palin campaign relied on it almost to the point of absurdity (as when a McCain surrogate dismissed Northern Virginia as somehow not part of “the real Virginia”) as a bulwark against the threatening multiculturalism of Barack Obama. Their strategy failed, of course, but it’s possible to imagine white identity politics growing more potent and more forthright in its racial identifications in the future, as “the real America” becomes an ever-smaller portion of, well, the real America, and as the soon-to-be white minority’s sense of being besieged and disdained by a multicultural majority grows apace.

This vision of the aggrieved white man lost in a world that no longer values him was given its most vivid expression in the 1993 film *Falling Down*. Michael Douglas plays Bill Foster, a downsized defense worker with a buzz cut and a pocket protector who rampages through a Los Angeles overrun by greedy Korean shop-owners and Hispanic gangsters, railing against the eclipse of the America he used to know. (The film came out just eight years before California became the nation’s first majority-minority state.) *Falling Down* ends with a soulful police officer apprehending Foster on the Santa Monica Pier, at which point the middle- class vigilante asks, almost innocently: “I’m the bad guy?”

BUT THIS IS a nightmare vision. Of course most of America's Bill Fosters aren't the bad guys—just as civilization is not, in the words of Tom Buchanan, “going to pieces” and America is not, in the phrasing of Pat Buchanan, going “Third World.” The coming white minority does not mean that the racial hierarchy of American culture will suddenly become inverted, as in 1995's *White Man's Burden*, an awful thought experiment of a film, starring John Travolta, that envisions an upside-down world in which whites are subjugated to their high-class black oppressors. There will be dislocations and resentments along the way, but the demographic shifts of the next 40 years are likely to reduce the power of racial hierarchies over everyone's lives, producing a culture that's more likely than any before to treat its inhabitants as individuals, rather than members of a caste or identity group.

Consider the world of advertising and marketing, industries that set out to mold our desires at a subconscious level. Advertising strategy once assumed a “general market”—“a code word for ‘white people,’” jokes one ad executive—and smaller, mutually exclusive, satellite “ethnic markets.” In recent years, though, advertisers have begun revising their assumptions and strategies in anticipation of profound demographic shifts. Instead of herding consumers toward a discrete center, the goal today is to create versatile images and campaigns that can be adapted to highly individualized tastes. (Think of the dancing silhouettes in Apple's iPod campaign, which emphasizes individuality and diversity without privileging—or even representing—any specific group.)

At the moment, we can call this the triumph of multiculturalism, or post-racialism. But just as whiteness has no inherent meaning—it is a vessel we fill with our hopes and anxieties—these terms may prove equally empty in the long run. Does being post-racial mean that we are past race completely, or merely that race is no longer essential to how we identify ourselves? Karl Carter, of Atlanta's youth-oriented GTM Inc. (Guerrilla Tactics Media), suggests that marketers and advertisers would be better off focusing on matrices like “lifestyle” or “culture” rather than race or ethnicity. “You'll have crazy in-depth studies of the white consumer or the Latino consumer,” he complains. “But how do skaters feel? How do hip-hoppers feel?”

The logic of online social networking points in a similar direction. The New York University sociologist Dalton Conley has written of a “network nation,” in which applications like Facebook and MySpace create “crosscutting social groups” and new, flexible identities that only vaguely overlap with racial identities. Perhaps this is where the future of identity after whiteness lies—in a dramatic departure from the racial logic that has defined American culture from the very beginning. What Conley, Carter, and others are describing isn't merely the displacement of whiteness from our cultural center; they're describing a social structure that treats race as just one of a seemingly infinite number of possible self-identifications.

From the archives:

The Freedmen's Bureau (March 1901)

"The problem of the twentieth century is the problem of the color line..." By W.E.B. DuBois

The problem of the 20th century, W. E. B. DuBois famously predicted, would be the problem of the color line. Will this continue to be the case in the 21st century, when a black president will govern a country whose social networks increasingly cut across every conceivable line of

identification? The ruling of *United States v. Bhagat Singh Thind* no longer holds weight, but its echoes have been inescapable: we aspire to be post-racial, but we still live within the structures of privilege, injustice, and racial categorization that we inherited from an older order. We can talk about defining ourselves by lifestyle rather than skin color, but our lifestyle choices are still racially coded. We know, more or less, that race is a fiction that often does more harm than good, and yet it is something we cling to without fully understanding why—as a social and legal fact, a vague sense of belonging and place that we make solid through culture and speech.

But maybe this is merely how it used to be—maybe this is already an outdated way of looking at things. “You have a lot of young adults going into a more diverse world,” Carter remarks. For the young Americans born in the 1980s and 1990s, culture is something to be taken apart and remade in their own image. “We came along in a generation that didn’t have to follow that path of race,” he goes on. “We saw something different.” This moment was not the end of white America; it was not the end of anything. It was a bridge, and we crossed it.

GRADE LEVEL: 11

Big 6 Skill: Location and Access: Finding information within a source

Lesson Topic: Peer evaluation of a source

Lesson 5

One class period

If the instructor is using the worksheet, have the students fill out the first half of the sheet during the first class period. The peer evaluation will occur during the second class period as outlined in lesson 6.

Aim: Students will engage with one another and discuss their perception of what is relevant in an article. (For the purpose of this lesson, we will be using the two works utilized for the previous lessons, “The End of White America”, and “Stop that Skirt Chaser.”)

Please note: This lesson will be conducted primarily via video using FlipGrid. In an environment where the technology is not available, or not wanted, it can easily be adapted to a traditional pen and paper peer review.

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	11	1,2,5
W	11	1,7
SL	11	1,2,3
L	11	1,2,4,6

Motivation:

- Review of articles
- Individual location of importance
- Video response and peer review

Instructional Materials:

- FlipGrid instructional video at the following link: <https://youtu.be/hHCxxJHX508>
- FlipGrid question link: <http://flipgrid.com/#4bbe042e>
- Supplemental worksheet to be used if FlipGrid is not available (**Attachment 1**)

Procedures and Pivotal Questions:

- The class will begin with the following activity: Students should take out their articles from the previous classes. Which article has the better information for your potential topic? Allow the class to discuss.
- Which is the more important article?

- Once the class demonstrates various opinions the teacher will explain the importance of peer review. Students should seek out the opinions of their peers for fresh perspectives and inspiration.
- Students will then be introduced to FlipGrid through the intro video
- Students will then be given the class FlipGrid link: <http://flipgrid.com/#4bbe042e>

Summary:

- How can our peers make our research work better?

Extension Activity:

- Respond via FlipGrid to the following questions: Give your topic and explain which article is more important to your research?

Attachment 1

Name:
English 11R
Research

Record your topic here: _____

Which article has more relevant information that can be applied to your research: _____

Give a specific example of this information: _____

Share this sheet with a classmate and have that classmate evaluate your information using the following questions:

Does the information seem relevant to the above stated research topic? circle one YES / NO
Explain your opinion: _____

Is there any other information from the article that you think would be relevant to this research topic in the article? Give a specific example: _____

GRADE LEVEL: 11

Big 6 Skill: Location and Access: Finding information within a source

Lesson Topic: Peer evaluation of a source

Lesson 6

One class period

Aim: Students will engage with one another and discuss their perception of what is relevant in an article. (For the purpose of this lesson, we will be using the two works utilized for the previous lessons, “The End of White America”, and “Stop that Skirt Chaser.”)

Please note: This lesson will be conducted primarily via video using FlipGrid. In an environment where the technology is not available, or not wanted, the assignment can easily be adapted to a traditional pen and paper peer review.

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	11	1,2,5
W	11	1,7
SL	11	1,2,3
L	11	1,2,4,6

Motivation:

- Review of articles
- Individual location of importance
- Video response and peer review

Instructional Materials:

- FlipGrid instructional video at the following link: <https://youtu.be/hHCxxJHX508>
- FlipGrid question link: <http://flipgrid.com/#4bbe042e>
- Supplemental worksheet to be used if FlipGrid is not available. (**Attachment 2**)
- Chromebook, PC laptops, iPads, or students personal devices depending upon availability
- Video review sheet (**Attachment 3**)

Procedures and Pivotal Questions:

- The instructor will have reviewed the video responses or worksheets the evening before this lesson. At this point the instructor can either use the videos or the worksheets according to the availability of technology.
- Share one or two volunteered videos with the class.
- Using a preferred device each student should choose two peers from the class and respond to their videos in class. The response should be based on the questions in attachment 1.
- Video link: <http://flipgrid.com/#4bbe042e>

- Once the students have responded to their peers' videos the teacher should lead the students through a discussion of the summary.

Please note: *FlipGrid is entirely controlled by the instructor. No videos can or should be seen by students without the instructor first reviewing the videos. This is an excellent point to re-enforce the ideas of digital citizenship.*

Please note: *Student FlipGrid responses are excellent formative assessments. Attachment 3 is a rubric that an instructor can use to grade the FlipGrid assignments if desired. The rubric can also be adapted to the specific needs of another question, assignment, or level of classroom ability*

Summary:

- How can our peers make our research work better?

Extension Activity:

- Review the video responses that the class has submitted. Complete the worksheet based upon the videos.

Attachment 1 (For use with FlipGrid)

Name:

English 11R

Use the following prompts to respond to your peers' FlipGrid responses. Remember, your response can only be ninety seconds long. Plan your response and be concise. It is recommended that you pre-write your response to your peers' videos.

1) In your FlipGrid video, verbally address the person you are critiquing by name. When you are done recording put your entire name into the "first name" space and the entire name of the person you are critiquing in the "last name" box. You must also include your school email, failure to include your email will result in the assignment being penalized.

2) Explain why you feel his/her information is relevant to his/her topic

3) Is there any other information from the article that you think would be relevant to this research topic in the article? Give a specific example:

Attachment 2

Name:
English 11R
Research

Record your topic here: _____

Which article has more relevant information that can be applied to your research? _____

Give a specific example of this information: _____

Share this sheet with a classmate and have that classmate evaluate your information using the following questions:

Does the information seem relevant to the above stated research topic? circle one YES?NO

Explain your opinion: _____

Is there any other information from the article that you think would be relevant to this research topic in the article? Give a specific example: _____

Attachment 3

Rating criteria	Exemplary	Proficient	Partially Proficient	Incomplete	Score
	Point value: 25	Point value: 18.75	Point value: 12.50	Point value: 6.25	
Introduction of topic: Maximum score possible: 25 points	Unique and memorable introduction engages the audience immediately and communicates the purpose of the piece.	Introduces the topic and purpose in an engaging manner.	General introduction of the topic and purpose. Little creativity and only somewhat engaging.	Introduction is not included or does not make sense. The topic and purpose are not clear.	
Delivery: Maximum score possible: 25 points	Narrator sounds comfortable and has practiced the piece for an excellent delivery. Words are clear and pacing is appropriate.	Narrator has practiced the piece for smooth delivery. Words are clear and pacing is appropriate.	It doesn't sound like the narrator has practiced the piece. Delivery is better in some places than others. Words aren't always clear and/or pacing is uneven.	Delivery interferes with ability to understand the piece. Words often aren't clear and pacing makes it difficult to follow the piece.	
Grammar and Vocabulary usage: Maximum score possible: 25 points	Correct grammar is consistently used. Presenter uses a well-developed vocabulary. no errors.	Correct grammar is used in the piece (only one or two grammatical errors). Appropriate vocabulary used.	Some instances of incorrect grammar are noted (more than two). Vocabulary use is simple or errors are evident	Grammatical mistakes interfere with ability to understand the piece. Vocabulary use is inappropriate	
Content: Maximum score possible: 25 points	Presentation demonstrates a high level of understanding is apparent. Information is accurate and concise.	Information is accurate and concise.	Some information is inaccurate, unclear or rambling.	Information is inaccurate.	

GRADE LEVEL: 11
Big 6 Skill: Use of Information, and Synthesis
Lesson Topic: Introducing the assignment

Lesson 7 One class period which may be extended to two class periods based on the needs of the class

Aim: Introducing the assignment

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	11	8,9,11

Motivation:

- Class review of the research assignment
- TouchCast introduction video

Instructional Materials:

- Student assignment sheet (**Attachment 1**)
- Resource Packet (**Attachment 2**)

Procedures and Pivotal Questions:

- The instructor will hand out the assignment and go over the various stages of the assignment.
- Each section of the sheet should be discussed with the students in detail.
- Introduce students to TouchCast via the following video: <https://youtu.be/ELUlrIHtgXU>
- Hand out resource packet
- Have students answer the exit questions and return sheets

Summary:

- Exit response that will be collected:
 - 1) How is this different from other research assignments you have been assigned in previous years?
 - 2) Initially what aspect of this assignment has you most concerned?

Extension Activity:

- Students will develop a list of three questions that they have regarding the research project. These questions will be discussed the next class day.

Attachment 1

Name:

English 11R

Research assignment

The main characters in *The Great Gatsby* are considered members of “The Lost Generation”. Your task is to define the term, “The Lost Generation” and using the topics that you developed create a five to ten minute TouchCast broadcast that explains how your topic contributed to the idea that this generation is “lost”. When forming your answer you may choose to focus on the topic, or a character that exemplifies the topic. You must support your assertion with several specific examples taken from any of the sources described below.

You must complete the following five steps to receive full credit for this assignment.

Part 1: Using Sources - You have received a packet of source material. You may use this material as a basic foundation for your research. All of these sources are reputable. All of these sources have the necessary information included to develop a correct work cited according to MLA standards

Part 2 - Locate Sources - To supplement your broadcast you must include two supplemental sources from any of the following resources:

- 1) Twitter
- 2) YouTube
- 3) Vimeo
- 4) OEDb- Open Education Database: <http://oedb.org/ilibrarian/research-beyond-google/>

Once you have found your supplemental resources you must decide how you wish to supplement your broadcast using the information you have discovered. **Remember: These resources must support your research topic in a significant manner.**

Part 3: Pre-write - Develop your script. You will create a script for your broadcast that will cover your topic in a five to seven minute broadcast. Your script must include your references to the supplemental material you have discovered in Part 2 of this assignment. You will then share your script with a peer for editing. You must provide two hard copies of your script. One copy will be given to the instructor. The second copy will go to another member of the class who will critique the script.

Part 4: Peer edit - Earlier in this unit you offered your peers advice on their choice of research topics. Mirroring that assignment, you will offer your advice on one of your peer’s scripts.

Part 5: Revision - You will rewrite your script incorporating the changes to your script offered by your peer and your instructor.

Part 6: Shoot and edit - Using the TouchCast app you will shoot, edit and publish your research project.

Attachment 2

Resource packet

Source 1:

Bill Bryson: *One Summer: America 1927*

Excerpt of Chapter 4

To a foreign visitor arriving in America for the first time in 1927, the most striking thing was how staggeringly well-off it was. Americans were the most comfortable people in the world. American homes shone with sleek appliances and consumer durables—refrigerators, radios, telephones, electric fans, electric razors—that would not become standard in other countries for a generation or more. Of the nation's 26.8 million households, 11 million had a phonograph, 10 million had a car, 17.5 million had a telephone. Every year, America added more new phones (781,000 in 1926) than Britain possessed in total.

Forty-two percent of all that was produced in the world was produced in the United States. America made 80 percent of the world's movies and 85 percent of its cars. Kansas alone had more cars than France. At a time when gold reserves were the basic marker of national wealth, America held half the world's supply, or as much as all the rest of the world put together. No other country in history had ever been this affluent, and it was getting wealthier daily at a pace that was positively dizzying. The stock market, already booming, would rise by a third in 1927 in what Herbert Hoover would later call "an orgy of mad speculation," but in the spring and summer of 1927 neither he nor anyone else was worried yet.

The America that Charles Lindbergh crossed by air in May 1927 was, as you would expect, a rather different place from the America we find today. It was, for one thing, more roomy and self-evidently rural. With a population of just under 120 million, the United States had only about four people then for every ten it holds today. Half of those 120 million still lived on farms or in small towns, compared with just 15 percent now, so the balance was much more in favor of the countryside.

Cities were, on the whole, agreeably compact: they had not yet acquired the radiating shock waves of suburban sprawl that we find today. Nor, by and large, did roads of any consequence emerge from them. In 1927, when people traveled or shipped goods, it was still almost exclusively by rail. Paved highways in most places were a rarity. Even the great, newly built Lincoln Highway—which proudly called itself the first transcontinental highway in the world—was continuously paved only from New York City to western Iowa. From there to San Francisco, only about half of it was. In Nevada, it was "largely hypothetical," in the words of one contemporary, with not even roadside markers to indicate a notional existence. Other, shorter through routes like the Jefferson Highway and the Dixie Highway were beginning to appear here and there, but these were enchanting novelties, not true harbingers. When people imagined the future of long-distance transportation it wasn't highways they thought of, but rather airplanes and giant dirigibles cruising between city centers.

That was why the Orteig Prize was for an epic flight and not a road race. It was also why skyscrapers of the period began to sport pointed masts—so that airships could tie up to them. That this was patently inadvisable—imagine the Hindenburg crashing in flames on Times Square—seems not to have occurred to any architect. Even in routine dockings, airships often

had to discharge quantities of ballast water for purposes of stability, and it is unlikely that passersby below would have welcomed a regular downpour of aquatic bilge.

An alternative possibility for getting passengers into cities was the skyscraper aerodrome, with runways cantilevered outward from lofty rooftops or shared between buildings. One visionary architect came up with a plan to build a kind of giant table, with skyscrapers for the four legs and a four-acre landing platform perched across them. The *New York Times* for its part imagined a more personal approach. “The helicopter and gyroscope will enable a man to land and start from a shelf outside his dwelling window,” it stated with hopeful conviction in an editorial on the coming future.

That none of this was in any respect achievable—in terms of engineering, architecture, aeronautics, financing, safety, building codes, or any other consideration—seemed hardly to matter. This was an age that didn’t like practical concerns to get in the way of its musings. A writer in the popular *Science and Invention* magazine confidently forecast that people of all ages would soon be traveling—and briskly—on motorized roller skates, while Harvey W. Corbett, a prominent architect, predicted that skyscrapers would rise hundreds of stories into the clouds and that people living on the upper levels would get their meals by radio, without explaining exactly how he imagined that would work. Rodman Wanamaker, the department store magnate and financier of Richard Byrd’s flight, sponsored an exhibition in New York called the *Titan City*, which depicted a future world in which magnificent urban towers were connected by sleek aerial expressways while citizens were shot through glass tubes in pneumatic trains or glided regally from place to place on moving sidewalks. Whatever the future held, everyone agreed that it would be technologically advanced, American-led, and thrilling.

Curiously, it was the present that people weren’t so certain about. The First World War had left in its wake a world that nearly everyone thought shallow, corrupt, and depraved—even those who were enjoying it for those very reasons. Prohibition was in its eighth year and was a spectacular failure. It had turned ordinary citizens into criminals and created a world of gangsters and rattling tommy guns. New York had more saloons in 1927 than it had had before Prohibition, and drinking remained so transparently prevalent that the mayor of Berlin on a visit reportedly asked Mayor Jimmy Walker when Prohibition was to begin. The Metropolitan Life Insurance Corporation reported in 1927 that more people were dying of alcohol-related causes now than at any time before Prohibition was introduced.

Moral decline was evident everywhere, even on the dance floor. The tango, shimmy, and Charleston, with their insistent beats and flapping of limbs, had a hint of sexual frenzy that many an anxious elder found alarming. Worse was a popular dance called the black bottom, which involved hopping forward and backward and slapping the rump—an act of scandalous abandon focused on a body part that many would rather didn’t exist at all. Even the hesitation waltz was deemed to contain some element of sultriness that made it tantamount to musical foreplay. Worst of all by far was jazz, which was widely held to be a springboard for drug taking and promiscuity. “Does Jazz Put the Sin in Syncopation?” asked an article in the *Ladies’ Home Journal*. You bet it did, was the answer. An editorial in the *New York American* called jazz “a pathological, nerve-irritating, sex-exciting music.” Many were dismayed to realize that America now had the highest divorce rate in the world after the Soviet Union. (To cash in on this, Nevada in 1927 slashed the residency requirement for divorce in the state to three months, and in so doing became home of the quickie divorce.)

Concern was greatest for young women, who seemed everywhere to have abandoned themselves to sordid habits. They smoked, drank, rouged their shining faces, bobbed their hair

(which is to say cut it short and even all the way around), and clad themselves in silken dresses of breathtaking skimpiness. The amount of fabric in the average dress, it was calculated, fell from almost twenty yards before the war to a wispy seven after. The generic term of the day for women of lively and liberal disposition was flapper—a word that originated in England in the late nineteenth century and originally signified a prostitute. (It was an offshoot of that other avian term for females, still in use in England today: bird.)

The movietion craving mothers.” It didn’t take a great deal of imagination to discern a direct-line connection between the wanton behavior of the modern woman and the murderous instincts of a Ruth Snyder. It was often noted in newspaper accounts that the wicked Mrs. Snyder before her downfall had been a great one for going to hot movies.

In desperation, lawmakers tried to legislate probity. In Oshkosh, Wisconsin, a local law made it an offense for dancing partners to gaze into each other’s eyes. In Utah, the state legislature considered sending women to prison—not fining them, but imprisoning them—if their skirts showed more than three inches of leg above the ankle. In Seattle, a group called the Clean Books League even tried to get banned the travel books of the adventurer Richard Halliburton on the grounds that they “excited to wanderlust.” Regulations of a moral nature were introduced all over the nation—and nearly everywhere were, like Prohibition itself, ignored. “Among people of a conservative temperament, it was a time of despair.”

Excerpt From: Bill Bryson. “One Summer.” iBooks. <https://itun.es/us/3wclM.1>

Source 2:

Source: The Atlantic: February 1920 issue

Author : Gino Speranza

Does Americanization Americanize?

"Many politicians and some students have lacked the courage to say what one, like myself, of foreign descent should frankly assert and defend — that this is, and must remain, an essentially and fundamentally American country."

‘I have a solemn vow registered in heaven that I will preserve, protect and defend the Constitution of the United States.’ These words, spoken by President Lincoln at a critical moment in the life of the Republic, are, in substance, what the alien repeats when admitted to American citizenship. Imagine, however, what must have been their significance to Abraham Lincoln, and what, at best, they possibly can mean to tens of thousands of new Americans’ when reciting them in the oath of allegiance which makes them our fellow citizens! And yet we wonder why things are not all as they should be today, and why we should be obliged to ask ourselves again, as we did half a century ago, how it is that ‘an instructed and equal people, with freedom in every form, with a government yielding to the touch of popular will so readily, ever would come to the trial of force against it.’

Of the causes behind the existing unrest this paper will attempt to deal with only one phase — our attitude and policy toward the immigrant as a potential citizen, premising the statement that such attitude and policy have labored under one fundamental error: the failure to distinguish clearly and consistently between the human rights of immigrants and their political rights, between our human duties toward them and our political duties toward our commonwealth. To their human rights and to our human duties toward them we shall refer here only incidentally, dwelling instead upon the study of a policy which has tended, and tends, to grant political rights to very large numbers of aliens wholly unprepared for American life, and utterly unqualified for participation in the government.

As we look back, we see that three methods or processes have found favor among us at various times as means of converting the alien into an American: naturalization, assimilation, and Americanization. The first, which once was supposed to possess a sort of special sanctifying grace per se, has sunk back in public opinion to its purely legalistic function; the second has been relegated with the melting-pot to the top shelves of social laboratories; while the third is now the object of a nation-wide ‘drive.’

There is something both stirring and touching in the almost religious belief that many Americans held regarding naturalization in the early days of immigration to this country: they honestly and sincerely relied upon it as an almost instant solvent for changing a German or a Swede into an American; they looked upon it, in their intense patriotism, as a rite with well-nigh sacramental and mystically spiritual effects.

With the decline of the belief in naturalization as an infallible process of transformation, there came into favor, as a spiritual aid to the former, the less legalistic process of assimilation.

The method sounded logical and was picturesque and attractive. We all fell under its sway more or less, especially the social workers and the schools of philanthropy. It was, on the whole, a useful movement, not only because it showed the essential inadequacy of naturalization, but especially because it made us realize very vividly the human rights of the alien in our midst and our indifference to such rights.

The war, which passed like a steam-roller over numberless favorite and popular theories, served also to show the limitations of assimilation as we had attempted to develop it and the strength of alien nationalism, even — and indeed especially — in what we had hopefully considered safe and ‘desirable’ North European stock.

II

The ancient problem being still with us, and looming large on the background of present-day labor unrest, American optimism promptly has come to the rescue with a new and sure remedy — Americanization. It is part of our enthusiastic idealism, part of our ‘habit of practical performance,’ to wish to correct every trouble and right every wrong quickly; and, in order to do it quickly, we often refuse to see any subtle and intimate complexity in the problems which confront us, but cheerfully and rather naïvely ‘simplify’ them and reduce them to ‘essentials,’ which can be, as it were, surgically treated with ease and precision.

But there are problems and processes so obscure and complex in their causes, so slow, intricate, and subtle in their development and ramifications, as to be refractory to any simplification and impossible of any accelerated or swift solution. One of these is Americanization, which, like every essential and effective change of nationality, involves two distinct processes and two vital decisions in a man’s life: a divesting one’s self of a deep-rooted patrimony of ideas, sentiments, traditions, and interests, and an honest and whole-hearted acceptance of, and participation in, an entirely new set of ideas, sentiments, traditions, and interests.

In order to grasp the difficulties in the way of real, and, therefore, of the only worthwhile Americanization, let us consider the processes involved in the reversal of such conversion. Think how suspicious we are of any instance of de-Americanization; how suspect, for instance, to the popular mind is the Anglicization, not only of a Waldorf Astor, but even of a Henry James, and, generally, how taboo is the man who ‘turns.’

Or let us illustrate the process on a large scale as being nearer to our own problem: let us suppose that the French government, or a large section of the French people, had decided to attempt to Gallicize our boys of the A.E.F. while they were in France, and had made a nationwide ‘drive’ to accomplish it in five years, at the end of which time any of our men who said they wished to change would have been admitted to French citizenship. Will any American claim that this would have worked at all, or that the French citizens thus secured would have been much of an asset or a help to the French nation?

I do not give this as a parallel example to the process of Americanizing our immigrants; but I do contend that, on the whole, the Gallicization of a million picked American youths, at a time of tense and stirring life, would have been infinitely easier and more possible than to convert a million mixed Spain, Russian, Greek, Slav, and Finnish peasants — or even French, British, and Italian subjects — into reliable American citizens, as we claim we can do in this country. To feel that the powers of attraction and assimilation of America are tremendous, is

both true and patriotic; but to practise the belief that such powers can work miracles — such as the rapid conversion of the mixed and unstable immigrants of Europe into real American citizens — is sheer superstition and, as such, the child of ignorance.

The fact is that there is much loose thinking, inexactness, and sentimentalism on the subject of Americanization. The very fact that the first professorship of Americanization in this country was fitted into a department of political economy indicates how even trained minds tend to look at the process from too narrow a standpoint: for might it not reasonably be urged, with equal force, that Americanization belonged rather to the department of history, or of philosophy, or of psychology?

But consider some of the means in vogue today to secure Americanization: for instance, anything which betters a man, such as being taught to read and write, is, of course, in a roundabout way, Americanization; but why call it that, as something new, instead of using the exact word such betterment has meant for ages past — schooling? Imparting a knowledge of civics, government, and, history is likewise, in a sense, Americanization; but why claim for it a power that is no greater than and no different from what it was when the identical thing was called education? So, also, bringing the alien ‘into contact with what is best in this country,’ which a recent publication glibly announces as a ‘new method’ in this process, is in one sense Americanization; but is it not the same thing as what was more correctly called social or public service, or, more anciently, Christian duty?

Changing their name does not render inapplicable methods applicable, but only lulls us into a dangerous contentment. That the insufficiency or inadequacy of such methods is being grasped in certain quarters is evidenced by the conditions and provisos proposed here and there as necessary for the success of the ‘drive.’ Thus Secretary Lane, in a popular magazine, cautions his readers that ‘before we take up this work of the Americanization of others, we must first be certain that we have Americanized ourselves.’ The implication that even real Americans may be in need of Americanization shows the essential intricacy and slowness of the process, even at its best.

To understand the real significance of Americanization (and lack of clearness on this point is the root of the trouble) we must consider it in relation to the larger question of nationality, of which it is only a part or instance. One of the lessons of the Great War of peculiar significance to us in relation to our immigration problem is the tremendous strength of national or ethnic sentiment; indifferent men, average men, comfort-loving and peace-loving men, as we have dramatically witnessed, are, in the emergency of a real test of its power, ready to die for it.

It makes heroes of phlegmatic Flemish burghers, and martyrs of ignorant Slav peasants; it reacts in the blood of thousands of our German-Americans, who, we had firmly believed, had been rendered immune to the old call of the blood by the circumstances of birth and education in the wholly new environment of American life. Right or wrong, happily or not, the racial call persists, potent, assertive, even audacious. Worthy or unworthy, we saw it destroy treaties and policies, learned theories, and the most carefully constructed checks and balances. In the face of a theory we discovered a condition; in the presence of an idealization of our own patriotism we found an equally strong and all-absorbing love of nation and of race in infinitely poorer, less advanced, and less blessed lands.

Why then imagine — especially, why do our colleges and universities imagine — that any large body of aliens can be Americanized quickly, if at all; that they can undergo a sort of miracle of trans. nationalization by any nation-wide ‘drive’ of kind words, by a smattering of education, or by new legislation? I do not say that Americanization is not possible, but I contend

that history, science, human experience, and good sense point to the conclusion that mass Americanization or speedy Americanization (of the real kind, which, I trust, is the only one the colleges and the legislators want) is impossible by any of the methods suggested or applied. And this largely because, as it has been said, 'the central fact about nationality is not,' as so many Americans believe, 'a political force at all, but a spiritual force.' Being largely a spiritual process, it may be swift and almost sudden with certain types of unusual men, and under certain very special circumstances; but for the great mass of aliens coming here, — and even for many children of alien parents, — the change can be only slow and subtle in its working, if it is to be real and enduring.

Many politicians and some students have lacked the courage to say what one, like myself, of foreign descent should frankly assert and defend — that this is, and must remain, an essentially and fundamentally American country, to be governed solely by American-minded men in an exclusively American way, and for wholly American ideals. Any compromise on this seems to me spiritual treason to the Republic. Shame to those of us, not of the old stock, who fail in these days of trouble for our country to defend with all our heart and mind what is first and foremost the heritage of freedom of the old stock, and is ours only in so far as we are individually worthy of it, and not because we can vote under it.

There have been too many sentimental pleas, too many spurious arguments about this being a land of immigrants and all Americans the children of immigrants. What is America, first and above all, if not the development, essentially, of Anglo-Saxon ways of thinking and doing, and, more specifically, of New England ideas and ideals? Nor must we overlook the fact that 'in all history,' as John Fiske has pointed out, 'there has been no other instance of colonization so exclusively effected by picked and chosen men as in New England.'

Let us ask ourselves in full honesty what claim of equality of performance or of American qualities there can be between the great mass of immigrants and their children and those colonists and their direct descendants, except the sheerest of legalistic equality. Who will be so foolish, or so hypocritical, as to contend that the vast majority, or even a substantial number, of the immigrants who have come or are coming to this country can be classed as 'the picked and chosen men' of Europe? Political cowardice, squeamish conscientiousness, and cant have avoided a frank, open, and frontal attack against what is variously styled 'the Irish vote,' the 'East Side vote,' and the like, as if the toleration of anything but a thoroughly and wholly American vote were not a gross failure in the practice of an elementary American duty. What are all the schools and professorships of Americanization worthwhile we allow, in daily practice, such destructive distinctions in the political 'ifs' of the country? 'For the successful conduct of a nation's affairs,' says President Hadley in his book, *The Relation Between Freedom and Responsibility*, 'we must have a certain degree of conformity between its political institutions and the moral character of its members.'

The duty, then, of every Irishman and grandson of Irishmen, of every Italian and son of Italians, in this land is to conform his moral character to American political institutions; to conform, not his speech or even merely his vote, but his every thought and hope and plan — for it must be an unreserved spiritual conformity—to this, his country. There cannot be two nationalisms even if one is major and one minor, even if one claims to be American first and German second.

III

It will justly be urged that criticism is not necessarily helpful unless it is constructively suggestive as well as destructively analytical. While I do not believe that the current methods or plans for Americanization can bring about what is claimed for them, yet, in themselves, they are praiseworthy; in so far as they are new names for schooling, education, hygiene, and the Golden Rule, they are the minimum of what we should do — and should have begun doing decades ago — for a somewhat helpless and often ignorant and exploited class of our inhabitants, both alien and native. These are all part of our human duty and of our public duty to our fellow men. The objection to such methods — which fail to Americanize, even though they may humanly improve, those beings subjected to them — is that, in effect, they accelerate and widen the inclusion of new ‘foreign votes’ in the American electorate. In this respect they perpetuate the basic error of all our immigration policy — that of inviting and hastening that purely legalistic Americanization known as naturalization. This, in a land swept by large migratory currents of varied and even nondescript nationalities, where manhood suffrage is the fundamental law, constitutes a real and growing danger.

No country has so cheapened the electoral franchise as the United States, by practically giving all the rights thereunder for the mere asking. The only controlling and controllable test is a certain arbitrarily fixed length of residence; for it will hardly be urged that the so-called ‘intention,’ supported by a declaration of forswearing allegiance to foreign potentates, and so forth, enters seriously into the transformation. Length of residence, that is, time (in a process which in the majority of cases requires some generations), if an element at all, should be a very long period. Some students have urged fifteen years, but to the writer, twenty-five years would not seem too long for what might be called a splendid political apprenticeship. Provision, however, should be made for shortening such apprenticeship upon proof of special qualities of a high order, or of public or quasi-public service rendered to this country.

Length of residence was chosen because it was easily proved and easily ascertainable; but today no one could claim it as either a safe or even a rational test. There are services and sacrifices which an alien may undergo in this country a month after landing, of such a character as to entitle him to immediate or honorary citizenship; there are acts and omissions by an alien resident here ten years which should bar him everlastingly from citizenship or divest him of it if naturalized. The real test for citizenship should be political fitness and personal worthiness; and if the lawyers argue that these are too subtle and spiritual to be defined by statute, then it were better that we should suspend naturalization for half a century while we try to live down our past errors in this field.

This nation has two functions in history and toward mankind: first, to disseminate principles of democracy, freedom, and humanity among all men throughout the world; and, second, to be a nation characteristically American from top to bottom. It is this latter function that we have sacrificed — if not seriously endangered — by our policy and desire of forcing quick or accelerated Americanization, be it political or spiritual. The present ‘drive’ has already brought forth a number of bills in Congress which, in effect, would compel aliens, after a certain length of residence, to become ‘citizens’ or leave the country. Yet the more ‘raw’ citizens (if I may use the term) you take in, helping the process by a veneer of Americanization, the more you threaten our characteristically American form of democracy. ‘If we believe,’ as I said several years ago before the American Academy of Political Science, ‘in the great system of self-government developed and stubbornly fought for by the English people through centuries of training and struggle, we may fairly claim that its continuance and stability

will depend on a citizenship attached to and understanding its spirit and history and in sympathy with its political ideals,' 'We want and must have real spiritual allegiance; we want and must have only such citizens as think in terms of American life.'

As the finest contemporary exponent of America said, in his *American Ideals*, there is 'one quality that we must bring to the solution of every problem, that is, an intense and fervid Americanism.' Even in the great struggle now going on between capital and labor, 'the outcome,' as President Hadley has said, will depend 'on the character of the people,' that is, on whether our business shall be dominated by 'the spirit of the Puritan.'

If such American spirit and such American citizenship cannot be obtained by any rapid process working on our alien masses, — and I contend that it cannot except in special cases, — then why encourage or permit the naturalization of such masses, or, as at least one Congressional bill provides, force American citizenship on alien residents? Naturalization is not the right of an immigrant, but a privilege which the United States can grant, withhold, or condition.

We are constantly concerned with the restriction of immigration, but it is a far more important matter for America to bar the immigrant from its body-politic than to shut him out from the country. Indeed, I believe we should encourage a back-and-forth alien migration, rather than a stable one which ends in becoming an alien colonization in our midst. If we cared for America more and for our political party or our labor union less, we would concentrate our efforts, not so much on excluding able-bodied alien workmen who are needed to help 'develop the resources of our country, but more on the urgent and vital need of barring numberless 'new-made' citizens from our electorate.

For over fifty years the tendency in this country has been to make American citizenship easily achievable; today, when we begin, though darkly, to see the evil consequences of such largesse, we grasp at the slender raft of Americanization to escape the storm; and in the name of such an empirical and simplicist remedy, some of our Congressmen, with equal good faith and simplicism, propose legislation which, in effect, will add to our un-American or pseudo-American vote.

We cannot remedy the past, or cover our mistakes, by a resort to disfranchisement; but we can and should oppose any attempt, made in however good faith, to increase the number of such Americanized citizens within our body-politic, who tomorrow may have the power, as well as the desire, to change the character of our democracy. The foreign vote is already making itself felt in some parts of our country as a distinctly foreign vote. Let us then take to heart the words written many years ago by the most balanced observer and student of our immigration problem, Richmond Mayo-Smith; words which today sound like a patriotic warning: —

'The change in social ideals wrought by the infiltration of peoples having different customs and habits of life can be detected only as these elements and habits of life gradually become dominant, and as we see the decay of habitudes which we had valued. We then exclaim against the degeneracy of the times, forgetting that we ourselves have admitted the elements which have superseded the old.'

Source 3 – “Stop That Skirt-Chaser! The Movement to Outlaw Flirting in the 1920s” (From previous lesson)

Source 4 – “The End of White America?” (From previous lesson)

GRADE LEVEL: 11
Big 6 Skill: Use of information
Lesson Topic: Locating valuable information in a source

Lesson 9

One Class Period

Aim: Students will isolate relevant information from a known source

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	11	7, 8, 9
RI	11	1, 2, 4, 5, 6,
SL	11	1, 2, 3

Motivation:

- Complete the assessment handout (Attachment 1)

Instructional Materials:

- Resource assessment sheet (**Attachment 1**)
- Excerpt from Bill Bryson’s book, *One Summer* (**Attachment 2**)

Procedures and Pivotal Questions:

- Students will have completed reading prior to this class period
- The class will discuss the work.
- What is the focus of the work? How does the work confront the events of the 1920’s? What is the tone of the work?
- How can you adapt the work to use it in your script and eventual TouchCast
- At this point the students will be given the assessment sheet (**Attachment 1**)
- Students may work in pairs and discuss the complete the sheet (**Attachment 2**)
- Once complete the students will share their findings in the following manner:
- 1) Give your topic
- 2) Explain how this excerpt applies to your topic

Summary:

- How can a resource that deals with the general ideas of an age give you information that is necessary for your research project?
- How can this excerpt lead you to other sources?
- Has this excerpt given you any new search terms to use in a digital search for information about your topic?

Extension Activity:

- Students will develop a list of “search terms” that they will use during the next class period to search for supplemental resources for their broadcast.

Attachment 1

Name:
English 11R
Research Project
Resource analysis

Your topic: _____

One specific detail from the article that will help your research: _____

Specific idea that the article gave you for a search term: _____

Second specific detail from the article that will help your research: _____

Second specific idea that the article gave you for a search term: _____

Other search ideas inspired by the article: _____

GRADE LEVEL: 11
Big 6 Skill: Locate and Access information
Lesson Topic: Locating Sources

Lesson 9

Two class periods

Aim: How can we develop effective search terms and use them in popular multimedia sites such as: Twitter, Vimeo, YouTube, and OEDb to effectively locate research source material?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	11	1, 2, 3
W	11	6, 7
SL	11	3, 4, 5

Motivation:

- View examples of effective search terms
- Review student search terms
- Attempt to use some student created search terms

Instructional Materials:

Twitter resource:

Search term: The Great Gatsby

<https://twitter.com/TandCmag/status/630551640400076800>

YouTube resource:

Search term: The Lost Generation

<https://youtu.be/3HeD6L3ShfM>

Vimeo Resource:

Search term: The Great Gatsby

<https://vimeo.com/55430516>

Search term: Flappers

<https://vimeo.com/39680233>

OEDb -

Search term: The Great Gatsby

<https://archive.org/search.php?query=The%20Great%20Gatsby>

Procedures and Pivotal Questions:

- What terms were you able to develop as part of last night's homework? Do you think these terms will be effective when you search for information?
- Can you use resources like YouTube, Twitter, Vimeo, and OEDb be used for research projects? Why or Why not? (Discuss)
- Here are some examples of information that the effective use of search terms in Twitter, YouTube, Vimeo, and OEDb will allow you to find.
- Go through each of the following links tell the students the source of the material, the search term used, and watch an excerpt from the video.

Twitter resource:

Search term: The Great Gatsby

<https://twitter.com/TandCmag/status/630551640400076800>

YouTube resource:

Search term: The Lost Generation

<https://youtu.be/3HeD6L3ShfM>

Vimeo Resource:

Search term: The Great Gatsby

<https://vimeo.com/55430516>

Search term: Flappers

<https://vimeo.com/39680233>

OEDb -

Search term: The Great Gatsby

<https://archive.org/search.php?query=The%20Great%20Gatsby>

- Ask the class once more, are YouTube, Twitter, Vimeo, OEDb valid sources for research material? - Yes

Day 2:

- Using some of the search terms the students created, have the students search the resources we have discussed for viable source material.
- The instructor should circulate around the class as the students use their personal devices or school devices to search for research resources.
- The instructor should help students refine the searches through trial and error

Summary:

- How can the media sites we have discussed and explored over the past two days be used as effective research tools?

Extension Activity:

- Students will email themselves the URL of their most promising resource. Briefly explain: why you think the resource is a valid source of information?

GRADE LEVEL: 11
Big 6 Skill: Evaluation
Lesson Topic: Media Source Evaluation

Lesson 10

One class period may be extended as needed.

Aim: To evaluate the source students curated from YouTube, Twitter, Vimeo and the OEDb

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	11	2
W	11	1, 2, 6, 7, 8, 11
SL	11	1, 2
L	11	1, 2

Motivation:

- Complete the resource evaluation sheet for each source

Instructional Materials:

- Resource evaluation sheet (**Attachment 1**)
- Access to Twitter, YouTube, Vimeo, and OEDb
- Technology of teachers choice: iPads, Chrome-books, PCs, or BYOD

Procedures and Pivotal Questions:

- Question: How many sources did you find last night? Which of these resources had the most useful information? Which was the easiest to use? Does the resource that is easiest to use always have the best information? - This should be discussed briefly. Include a recommendation to use standard print sources from the library.
- The students will now receive several resource evaluation sheets.
- Students will pair up and fill out the resource evaluation sheets (**Attachment 1**) for each source they discovered the previous night. Once the sheets are filled out, students will share their sheets and discuss which sources of information seem viable.
- Students should have access to all resources during this period to go back to the sources and view them together.
- Gather the class back together and ask the following question: How many of the sources you found last night now seem viable for your research project?

Summary:

- How can we effectively evaluate media source from Twitter, YouTube, Vimeo, and the OEDb?

- Instructor will collect one of the sheets that students completed today and evaluate the sheet the work the students completed during the class. (If the evaluation seems incomplete a second day may be needed to clarify the proper way to evaluate online resources.)

Extension Activity:

- Students will complete evaluation sheets for the remaining resourced they have discovered. From these evaluations the students can determine if they are prepared to begin writing their scripts or if they must discover more research material.

Attachment 1

Name:

English 11R

Media resource evaluation sheet

Complete this sheet and evaluate the media you are interested in including in your research project. Once completed while working with another student discuss the resource in question to determine its validity as a source for your research project.

1) Title of media and URL: _____

2) Source of Media: _____

3) Name of the media creator or curator: _____

4) What is the purpose behind this media? _____

5) What research questions will this media answer? Be specific? _____

Questions 6 - 7 should be answered by a peer after watching the media source.

6) Has the researcher answered questions 1-5 completely? If not please explain the researchers deficiency. _____

7) In your opinion is this media a valid research source for this project. Please explain your answer. _____

GRADE LEVEL: 11
Big 6 Skill: Synthesis
Lesson Topic: Writing the script

Lesson 11

One class period

Aim: To engage students in the script writing process

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	11	1, 2, 3, 7
W	11	4, 5, 6, 7, 8

Motivation:

- Introductory video to script writing: [Link](#)
- How to write a good script tips sheet

Instructional Materials:

- Script writing tip sheet (**Attachment 1**)
- Introduction video: https://youtu.be/v0esIs4_9nU

Procedures and Pivotal Questions:

Day 1 (Depending on the needs of the students this can be extended)

- Students will begin the class by watch the, “Introduction to Script Writing” video.
- Once the video has been watched, the instructor will re-enforce the major points of the video - focusing on the need for rewriting and reading the script aloud.
- The students will then receive the Script writing tip sheet (**Attachment 1**). The instructor may wish to discuss this sheet or hand it out as a supplement to the video
- Students will then break up into pairs and brainstorm their ideas for the script.
- Finish the day with the students writing a rough introduction for homework.

Day 2 (Again this can be extended based upon the needs of the students)

- Students will begin writing their script. The instructor will remind the students that they must note the direct quotes they are taking from the resources provided in the class handout. They must also cite the inclusion of their supplemental research material (such as media or information taken from Twitter, YouTube, Vimeo, Or ODCb. It is important to have a device available for the students that wish to type. Some students may wish to handwrite their first rough draft. Remind the students that their “good” rough draft must be typed. Students should be given several days to write the script outside of class.

Day 3 -

- Students proof read their “good” rough drafts and submit a copy to one peer and the instructor.

Summary:

- What was the most difficult aspect of writing your scripts? How many times did you revise it? What was it like reading the script aloud? Did this have an impact on the script's composition?

Extension Activity:

- Students will take the copy of their peer's script home and read it in preparation for revision and re-write lesson tomorrow. Be sure to read the script aloud and make comments on any words or phrasing that seem to hinder the information the script is trying to convey.

Attachment 1

Name:

English 11R

Script tips

Writing your script in a conversational style is key to coming across as relaxed and accessible on camera. It also makes comprehension easier and faster for your viewer, who is probably multitasking.

So take your ideas and translate them into informal and intimate language. Write exactly as if you are speaking aloud to an audience you are trying to impress.

Engage your audience with sentences that are:

- 1 **In the present tense**, even if you are recalling a past event.
- 2 **Active**, with minimal use of passive verb structure.
- 3 **Concise**. Break up long sentences with but, so, or and. Keep up the energy by avoiding dependent clauses.
- 4 **Free of clichés**. Phrases like “hanging in the balance” or “only time will tell” don’t describe what is happening.
- 5 **Linking**. Guide your listener by repeating the noun from the previous sentence: “The members signed the treaty. But that treaty failed for several reasons...”
- 6 **Guided by the video**. If you have amazing footage, write minimally to the pictures and let them speak for you. (When you include your resource media keep this tip in mind)
- 7 **Friendly**. Instead of “What can be learned?” try, “What can we learn?” Include yourself and your audience in your script.

GRADE LEVEL: 11
Big 6 Skill: Evaluate
Lesson Topic: Peer editing and revision

Lesson 12

Two class periods

Aim: Students will read and evaluate their peers script based upon the provided guidelines

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	11	1, 2, 3, 4, 5, 6, 7
W	11	1, 2, 3, 4, 5, 6, 7
SL	11	1, 2, 4, 5, 6

Motivation:

- Complete the Script Evaluation guide (**Attachment 1**)

Instructional Materials:

- Script Evaluation worksheet (**Attachment 1**)
- Student-produced rough draft of script
- Devices with internet capabilities to view necessary cited sources
- OWL MLA site: <https://owl.english.purdue.edu/owl/resource/747/01/>

Procedures and Pivotal Questions:

Day 1:

- Prior to class period students will read the scripts that they have been provided by their classmates.
- Using the Script Evaluation worksheet (**Attachment 1**), the students will evaluate the viability of their classmate's script. Also, instruct the students to mark any spelling or obvious grammar errors directly on the copy of the script they have received.
- The teacher should also evaluate the script using the same worksheet for each student.
- Students should be given some time to read the critiques independently.

Day 2:

- The students should pair up and discuss the critiques they have been given by their peers. During this class, time the teacher can join the pairs and explain his/her evaluations as well, or call students up individually for a private discussion of the script.
- Once the peer review has been completed, the students will be instructed to revise their script one last time prior to shooting.
- A copy of the revised script, with an appropriate Works Cited page will be given to the teacher prior to beginning the TouchCast video.

- Any questions the students have regarding MLA format should be answered by the students using the Purdue OWL MLA site: <https://owl.english.purdue.edu/owl/resource/747/01/>
- Teachers can clarify any confusion the students may have after the students review the OWL site.

Summary:

- Exit response that will be collected:
 - 1) List three ideas that your peer editor offered you during today's review process.
 - 2) What was your initial reaction to the critique? Did you become defensive?
 - 3) Ultimately, do you think this revision will help you create a better script?

Extension Activity:

- Using the Script Evaluation worksheets that have been returned to the students from their peers and instructor, students should revise the final script which will be used to create their TouchCast Video presentation. Due date to be determined by the instructor.

Attachment 1

Name:

English 11R

Script Evaluation Worksheet

Evaluate the script you have received from your classmate based upon the questions below. Be honest and evaluate the script fairly. To help you locate any odd wording or confusing phrases, you must read the script out loud at least one time.

1- Paraphrase the author's research topic: _____

2 - Has the author adequately addressed this research topic? Explain why or why not? : _____

3 - Has the author incorporated at least three specific supporting details from outside sources? Remember these sources can be from the material given out in the resource packet. List those examples below.

Example 1: _____

Example 2: _____

Example 3: _____

4 - What is the author's intended tone in the script? Is it appropriate for this assignment? (Is it too informal? Too formal? Explain. _____

5 - When reading the script aloud, did you find any points in the script that were difficult to read, or sounded awkward? List any problems below. _____

GRADE LEVEL: 11
Big 6 Skill: Synthesis, Use of Information, Evaluation
Lesson Topic: Creating and Presenting TouchCast projects

Lesson 13 Several class periods according to class and teacher need - suggested time 3-6 class periods

Aim: To create, share, and Evaluate final research projects using TouchCast

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	11	1, 2, 3, 4, 5, 6, 7
W	11	1, 2, 3, 4, 5, 6, 7
SL	11	1, 2, 4, 5, 6

Motivation:

- Review TouchCast video tutorials
- Explore TouchCast - shooting and editing videos
- Create TouchCast videos
- Present video to the class

Instructional Materials:

- TouchCast App on a class set of iPads. (Can be used in a lab setting with PCs)
- TouchCast tutorial videos
- TouchCast video
- FlipGrid
- TouchCast analysis worksheet (**Attachment 1**)
- Teacher grading rubric (**Attachment 2**)

Procedures and Pivotal Questions:

Please note: *for organizational simplicity, I have split the lessons into four days, this activity will most likely take more than four days. Teachers should use their discretion and the knowledge of their students' abilities to determine the necessary time needed to complete this project.*

Day 1: Introduction to TouchCast Features

- The instructor should review the TouchCast video introduction from earlier in the unit. Once that is complete, discuss how the students should use the App to create their video. Stress the importance of the content vs. the importance of the using the capability of the app.

The video will not effectively convey information if the information is obstructed by overly showy fonts, or special effects. The teacher may want to create an ineffective TouchCast to demonstrate some of the specifics.

- Students should be directed to the tutorial videos listed below for specific technical guidance.
- Tutorial Videos:
 - 1) Using the teleprompter: <http://www.touchcast.com/blog/new-teleprompter-tc-tutorial/>
 - 2) Using the green screen: https://www.touchcast.com/tc_tutorials/green_screen_tutorial
 - 3) Using Video Apps: http://www.touchcast.com/TC_Tutorials/vapp_options
 - 4) Other questions regarding TouchCast: <https://touchcast.zendesk.com/hc/en-us/categories/200168660-CAST-Making-Videos>

Day 2: Explore TouchCast:

- Students should be paired for this activity. Give each pair an iPad and instruct them to open the App. The students should be given time to explore the capability of the App. The teacher should direct the students to examine the teleprompter, and vApps. By the end of the period, the students should have planned out their broadcasts. Including use of the teleprompter and the appropriate vApps.

Day 3: Create TouchCast:

- Once again the class should be broken into pairs. Each pair will need two iPads. The students should determine who will go first. The first student will enter his/her script into the TouchCast teleprompter. Each student should then, in turn, record his/her video. At this point the pairs may separate and work on editing the appropriate media and vApps. Once the TouchCast has been completed the students will email the video link to the teacher. This will allow for efficient sharing of presentations.
- *Please note: this will most likely take multiple days. In practical practice, the creation of these videos can take as long as five class periods. This includes shooting, editing, and uploading.*

Day 4: Present TouchCast :

- Using the SmartBoard the teacher will open the link provided by the students and the TouchCasts will be shared with the class. Students will respond to each of the videos using the TouchCast analysis worksheet. (**Attachment 1**)
- The teacher will use the attached TouchCast rubric (**Attachment 2**) to grade the final presentation.
-

Summary:

- What new information have you learned about the time period in which *The Great Gatsby* takes place?
- How has your research and the research of your peers changed the way you understand the way the characters in the novel interact with each other?

Extension Activity:

- Students will complete a final FlipGrid in which they evaluate the research process.

Link: <http://flipgrid.com/#4e8fbf69>

Please note: *Once again, if time, or technology availability doesn't allow, FlipGrid can be replaced with a simple pen and paper research evaluation.*

Attachment 1

Name:

English 11R

TouchCast analysis worksheet

Answer the following questions for each video presented in class. At the end of each period your teacher will collect these sheets. These sheets will eventually be shared with the author of the TouchCast.

Name of the TouchCast author: _____

TouchCast topic: _____

Did the author use the vApps effectively? Explain: _____

How could the TouchCast have been improved? Be specific: _____

Attachment 2:

Evaluation Rubric for TouchCast Project

Performance Level	Needs Improvement	Satisfactory	Excellent
<p>Use of peer editing</p> <p>Maximum point value: 15 points</p>	<p>Students does not incorporate suggested edits from his/her peers. Student incorporates superficial corrections from his peers.</p> <p>0-4 points</p>	<p>Student accepts peers critics and incorporates some of the ideas in his/her video making the video more effective in conveying his/her ideas and research</p> <p>5-10 points</p>	<p>Student incorporates many or his peer's ideas into his/her video. The video still retains the student's own ideas and voice. The video is highly effective in conveying its ideas to the viewer.</p> <p>11-15 points</p>
<p>Subject Content</p> <p>Maximum point value: 50 points</p>	<p>Subject knowledge is not evident. Information is confusing, incorrect, or flawed.</p> <p>0-9 points</p>	<p>Subject knowledge is evident in much of the video. Most information is clear, appropriate, and correct. Student includes some supplemental supporting material from reputable sources</p> <p>10-20 points</p>	<p>Subject knowledge is evident throughout the video. All information is clear, appropriate and correct. Student includes at least three supplemental supporting reputable sources. These sources are varied in format and provide an interesting addition to the project.</p> <p>21-50 points</p>

<p>Video content and organization</p> <p>Maximum value: 10 points</p>	<p>The video lacks a central theme, clear point of view, and logical sequence of information. Much of the information is irrelevant to the overall message</p> <p>0-2 points</p>	<p>Information is connected to a theme. Details are logical and information is relevant throughout most of the video</p> <p>3-5 points</p>	<p>Video includes a clear statement of purpose. Events and messages are presented in a logical order, with relevant information that supports the video's main ideas.</p> <p>6-10 points</p>
<p>Introduction</p> <p>Maximum value: 5 points</p>	<p>The introduction does not orient the viewer to what will follow.</p> <p>0-1 points</p>	<p>The introduction is clear and coherent and evokes moderate interest/response from the viewer.</p> <p>2-3 points</p>	<p>The introduction is motivating, and hooks the viewer from the beginning.</p> <p>4-5 points</p>
<p>Mechanics</p> <p>Maximum value: 5 points</p>	<p>The text and audio have 4 or more grammar or spelling errors.</p> <p>0-1 points</p>	<p>The text and audio have 1-2 grammar or spelling errors.</p> <p>2-3 points</p>	<p>The text and audio have no grammar or spelling errors</p> <p>4-5 points</p>
<p>Production</p> <p>Maximum value: 15 points</p>	<p>Video is of poor quality and is unedited. There are no transitions added or transitions are used so frequently that they detract from the video. There are no graphics.</p> <p>0-5 points</p>	<p>Tape is edited. A variety of transitions are used and most transitions help tell the story. Most of video has good pacing and timing. Graphics are used appropriately.</p> <p>6-10 points</p>	<p>Tape is edited. Video runs smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea. Shots and scenes work well together. Graphics explain and reinforce key points in the video.</p> <p>11-15 points</p>
<p>Total</p>			
<p>Project Grade</p>			

GRADE LEVEL: 12
Big 6 Skill: Task Definition
Lesson Topic: Understanding I-Search

Lesson 1

One Class Period

Aim: How can your current interests, goals, and questions inspire your I-Search Paper?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	12	5
SL	12	1d

Motivation:

Create a class scavenger hunt.

Provide your class with 3-5 questions that students can work in teams leading them to discover answers after thinking thru the clues. Use *Scavenger Hunt (Attachment 1)* or <https://treasurehuntdesign.com/host-your-own/just-for-fun/treasure-hunt-riddles/> to create your own.

Instructional Materials:

- *Scavenger Hunt (Attachment 1)*
- *I-Search Assignment (Attachment 2)*
- *Steps to Identifying an I-Search Topic (Attachment 3)*
- *Brainstorming for I-Search: Writing Prompts (Attachment 4)*

Procedures and Pivotal Questions:

- Students will complete motivation: teacher-generated scavenger hunt as a means to discuss the value and excitement behind searching for answers.
- What can be exciting about searching for answers to clues and questions that don't initially have an obvious answer?
- How can such a process be applied to research? Introduce *I-Search Assignment (Attachment 2)*. It would be helpful to suggest that student get a separate folder or binder to be used solely for the purpose of their I-Search project notes, materials, and resources. All materials will be graded along the way.
- Discuss and explain what makes I-Search different from traditional research papers.
- What are the defining features of a research paper as you have written one in the past?
- How will I-Search be different?
- Return to the value of any search being exciting when the answer isn't initially obvious. Have students complete *Steps to Identifying an I-Search Topic* handout (**Attachment 3**) or *Brainstorming for I-Search: Writing Prompts (Attachment 4)* to generate possible topics to be researched.

Summary:

How important is inquiry and discovery in maintaining one's interest during a search?

How can your world and your concerns drive your research?

Extension Activity: Review your responses from today's handouts and determine a topic that you would be interested in researching. In class tomorrow we will discuss the importance of developing a research question, so you must have a topic with which you are comfortable.

Attachment 1

Adjust this handout to work for your class.

Scavenger Hunt

<https://treasurehuntdesign.com/host-your-own/just-for-fun/treasure-hunt-riddles/>

CLUE 1

Take note of all I say
Observed only by day
Looked at by all I teach
With chalk to me you reach

Treasure hunt clue answer: BLACKBOARD

CLUE 2

Skip to the place of work
Touch nothing but look near
On the surface I do lurk
Find me right on here

Treasure hunt clue answer: DESK

CLUE 3

A pile of words
Jackets of hordes
Take a quick look
In the place of the book

Treasure hunt clue answer: LIBRARY

CLUE 4

A site of work and getting things done
Of piles of paper and not much fun
In the clash of desk and of chair
You will find the secret there

Treasure hunt clue answer: OFFICE

CLUE 5

To solve the hunt you must get
Into the room wired to the net
Crammed with tech and full of code
The clue is hidden in this abode

Treasure hunt clue answer: COMPUTER LAB

Attachment 2

I-Search Assignment

Writing Situation: One of the most entertaining, yet most productive ways to write is by doing an I-Search paper. By way of increased freedom over content and subject matter, the I-Search lets the author choose how to present and write her or his paper. It usually involves first-hand research of whatever topic the author--you--chooses. Also, the I-Search lets you write in the first-person. For example, if you wanted to research scuba diving, you would conduct first-hand research and present your findings in a formal manner; yet, it would be fun because the essay allows you to tell a story.

Directions for Writing: Choose a topic that you may know only a bit about but that arouses your curiosity and research it on the Internet according to the guidelines below. Your essay must be written from the first person point of view, exploring what you already know or what interests you about the subject and will be guided by a controlling question at the end of the introduction. Your body paragraphs will explore the methods you used to do your research and what you learned during the process. Lastly, you will write a conclusion that reflects what you now know that you didn't know before, and how this knowledge will affect the way you think or act in the future when researching a topic.

Basic Requirements

- **Select a topic:** You'll need to do some brainstorming and web research to help you choose a topic, but don't freak out. Choose a topic early on and stick with it.
- **Write a specific research question.** Of course, you'll need to revise it and narrow this question further as you do your research.
- **Use "Source Cards" and "Note Cards" to keep track of your own research process.** Once your narrowed research begins, you'll need to keep track of your own research process. That means you will take notes on all the false leads you may follow as well as on the more helpful searches. In addition, you'll need to write about this information in one of the sections of your I-Search essay.
- **Find at least 4-6 useful sources for your essay.** Your sources **MUST** include the Internet, an interview, and a print source. You will need to cite/credit these sources in **APA format**.
- **Organize your paper into four sections:**
 - "What I Knew" (*and didn't know about my topic when I started out*) ~ **Introduction**
 - "Why I am Writing This Paper" (*Here is where the real need should show up: the writer demonstrates that the search may make a difference in his/her life*) ~ **Body Paragraphs**
 - "The Search" (*story of the hunt*) ~ **Body Paragraphs**
 - "What I Learned" (*or didn't learn. A search that failed can be as exciting and valuable as one that succeeded*) ~ **Conclusion**

- **The length of the paper must be at least five (5) pages and no longer than seven (7) pages.**
- **Class presentation:** You will have to do a 10-15 minute, multi-media class presentation of your essay. The following are examples that your presentation can consist of: an informative Power Point presentation, video diary or demonstration, an interactive podcast, and/or utilizing the various Internet applications to facilitate your presentation. **Be innovative and creative! Use what you know and have always thought would be a cool thing to do or use in school for an assignment.** Two minutes of your presentation will be allowed for questions and answers.

Adapted and Edited from www.mrjeffrey.com/.../Writing/Freshman%20I-Search

Attachment 3

Steps to Identifying an I-Search Topic

(adapted from Ken Macrorie's book by the same title)

The first step in preparing to write your paper, of course, is to find a topic. Only you can decide what sort of topic you find engaging, exciting, and worth exploring. Your topic can be related to a potential career path, a problem the world is facing which interests you, a political or controversial issue whose history and arguments you wish to investigate and present, or simply something in which you have always had an interest, but have never taken the time to learn about.

STEP 1: To begin, free-write for ten minutes about what is tumbling around in your mind after reading the above paragraph. Include any thoughts that were stirred after reading about potential subject areas.

STEP 2: Next, re-read your free-write response and generate a list of possible topics that emerged during your free-write. If your list contains eight ideas or fewer, free-write again. See if the list you just made helps you to come up with even more ideas. (If you have nine or more possible topics, skip ahead to STEP 4.)

STEP 3: Add new ideas generated in the second free-write to your original list; if you still have fewer than nine ideas, continue the process until your list contains at least nine or ten ideas.

STEP 4: Cross off any of the ideas you feel you cannot pursue with a sense of lasting interest; you need to want to know more about this topic so badly that your desire to learn will carry you through the lengthy research, writing, and rewriting processes. Hopefully, you will have at least five or six topics remaining.

STEP 5: Now go over your list of ideas. How likely is it that you will be able to locate a living resource (person to interview) for each topic? If it seems unlikely, cross that idea off. At this point, you should have at least three potential ideas left.

STEP 6: Get out three sheets of paper and write each of your remaining topics at the top of each page. Now free-write about each of these ideas, answering the following questions:

- What do you already know about this topic?
- What do you guess or surmise about this topic?
- What do you need to know or find out about this topic?

STEP 7: Now carefully read back over your free-writes, highlighting anything that stands out to you as interesting or thought-provoking. After reading over your highlighted sections, eliminate the topic(s) that generated the least free-writing and/or the least comments of interest. Read over the final topic one more time; is it truly an idea that grabs your interest? Will your interest be sustained over the length of time it will take to research and write this paper? If so, congratulations! You have your topic! If not, back up a few steps and investigate other possible ideas until you settle on one.

Attachment 4

Brainstorming for I-Search: Writing Prompts

Directions: Please respond to the questions below in as much detail as possible to identify possible areas of interest and perhaps ultimately a topic for your I-Search project.

1. What are some things you would like to do after graduating high school?
2. What careers/jobs are you interested in pursuing?
3. What are some things you have always wanted to do but don't know how to do?
4. What concerns do you have about our society/world today and for the future?
5. What "life skills" would you like to know more about? (i.e., vehicle maintenance, buying a home, creating a budget, planning nutritious meals)
6. Where would you like to travel to during your lifetime?
7. What hobbies/recreational activities interest you?

GRADE LEVEL: 12
Big 6 Skill: Task Definition
Lesson Topic: Narrowing focus of topic

Lesson 2

One Class Period

Aim: How will “research questions” motivate the direction of my paper?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RL	12	4
W	12	2a
W	12	4

Motivation: Write the following quotes on the board and ask students to jot down what they mean and if the words of Albert Einstein are valuable today.

“The important thing is not to stop questioning. Curiosity has its own reason for existing.” - Albert Einstein

“Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.” - Albert Einstein

Instructional Materials:

- *How to Develop Research Questions* (**Attachment 1**)
- *My Possible Research Questions* handout (**Attachment 2**)
- YouTube video: https://www.youtube.com/watch?v=89NonP_iZZo

Procedures and Pivotal Questions:

- Students will complete motivation, and class should participate in brief conversation about the value and importance of questioning the people, ideas, and aspects of the world around us that truly interest us.
- Distribute and read *How to Develop Research Questions* handout (**Attachment 1**).
- Show students the YouTube clip available at: https://www.youtube.com/watch?v=89NonP_iZZo
- How should you be approaching the development of your questions?
- What value will additional questions sparked by your Research Question have?
- Students should be given time to now complete *My Possible Research Questions* handout (**Attachment 2**).
- Return students to the value of narrowing the focus of their topics so that research can be specific and valuable.

Summary:

Why is it essential to narrow the focus of your research?

How did you determine what aspects of your topic were worthy of researching?

Extension Activity: Review your responses to *My Possible Research Questions* handout to revise and focus the questions so that your research has a narrow purpose that will not be overwhelming

Attachment 1

How to Develop Research Questions

What is a Research Question?

To avoid gathering information that you cannot use in your I-Search Paper, you must focus as specifically as you can on one key aspect of your topic. **The best way to achieve a specific focus is to form a research question(s) - a question that asks exactly what you want to find out from your research.**

Keep in mind that you should not be able to answer your question with a single word. Ideally, it should be a question that gives rise to several more detailed questions.

Why do I need Research Question(s)?

The direction of your paper and your research will be the result of the answers that you are able to find to the questions that will allow you to truly understand your topic and to hopefully better understand why this topic was important to you in the first place.

What would Research Question(s) look like?

The best place to start is with open-ended questions that will actually inspire you to develop even more specific questions. See the sample below to get a better understanding of what you will need to do.

To get started, ask yourself the following questions. One writer's response are shown in the example below:

- **What is my topic?** My topic is asthma.
- **Why am I interested in this topic?** I have asthma, but I want to live a full and active life.
- **What do I hope to learn from my research?** Basically, I want to learn whether I can keep my asthma from interfering with my life. If I can, I need to know how.

Once you develop a research question, you then need to divide your initial question into several more detailed questions, all having a direct bearing on your initial research question. In the example, the student developed the following detailed questions relating to his asthma research question.

- ~ What can I do to keep playing sports and other physically demanding activities?
- ~ Are there certain foods or plants that I should avoid?
- ~ How do different environmental conditions affect my asthma?
- ~ What are the effects of pets on asthma?
- ~ What kinds of medications are available for people suffering from asthma?

After forming your research question and subdividing it, you now have a specific goal in mind. Focusing your questioning allows you to gather relevant information and dismiss any information that has nothing to do with your topic.

Attachment 2

My Possible Research Questions

Directions: Please use the space below to respond to and develop your research question(s). Keep in mind the importance of questions that will allow you to narrow your focus to discover information that is going to provide insight into the topic of the paper itself.

What is my topic? :

Why am I interested in this topic? :

What do I hope to learn from my research? :

Research Question:

Create 3-5 detailed questions that will have a direct bearing on your research.

1. _____

2. _____

3. _____

4. _____

5. _____

GRADE LEVEL: 12
Big 6 Skill: Information Seeking and Location and Access
Lesson Topic: Gathering Sources

Lesson 3

One-Three Class Periods

Aim: Since an I-Search paper differs a bit from a traditional research paper, what resources will I need to rely on, and how will I keep track of my source information?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	12	1a, 7
W	12	5, 6, 7, and 8
SL	12	2

Motivation: If you were curious about what the life of a professional athlete is really like, what would be the best way to discover the most truthful portrayal of his/her daily activities?

Instructional Materials:

- *12 Ways to Conduct a Great Interview (Attachment 1)*
- *I-Search Interview Techniques (Attachment 2)*
- *Sources to Use (Attachment 3)*
- *Keeping Track of Resources (Attachment 4)*
- Access to Big 6 slides on using PowerPoint for Note-taking
http://big6.com/media/presentations/PowerPoint%20for%20Notetaking_Eisenberg.pdf
- Library or Computer room time

Procedures and Pivotal Questions:

- Students will quickly respond to the motivation as a means through which to begin discussing the importance of first-hand sources and the role they must play in the development of the I-Search paper.
- Why will an Interview (a first-hand source) be essential in the gathering of information to answer your Research Question?
- Discuss with students the importance of contacting and locating at least one reliable source. Use Attachments 1 and/or 2 to help facilitate the conversation.
- Ask students: What other sources will be useful in the gathering of information for answering your Research Question?
 - **Who will be a reliable source?**
 - **How will interviewing someone with insight and knowledge of your topic be essential to the development of your I-Search Paper?**

- Discuss traditional-type sources and distribute *Sources to Use* (**Attachment 3**).
 - **How will traditional sources play a role in my research?**
 - **How can I keep my source information organized?**
- Schedule Library/Computer room time so students can complete *Keeping Track of Resources* (**Attachment 4**). Students can utilize *Keeping Track of Resources* (**Attachment 4**) to organize information as they begin the initial researching.
- Note if you prefer to have your class rely more on technology than paper, rather than using *Keeping Track of Resources* (**Attachment 4**), access http://big6.com/media/presentations/PowerPoint%20for%20Notetaking_Eisenberg.pdf to teach students how to utilize PowerPoint as a means through which to organize all bibliographic information digitally.

Summary:

How will you approach your research process in order to be most productive in gathering information that will allow you to answer your Research Question?

Extension Activity: Continue your research so that you can come to class with a minimum of 3 sources by _____ and locate and schedule an Interview by _____.

Attachment 1

12 Ways to Conduct a Great Interview

Edited and adapted from -<http://www.twistimage.com/blog/archives/12-ways-to-conduct-a-great-interview/>

"Just write out some questions and ask them." That could well be one of the biggest mistakes when it comes to conducting an interview.

1. Don't conduct an interview, have a conversation.

One of the biggest mistakes people make in the interview setting is to conduct it like it appears in a magazine (question and answer). Don't make that mistake. Forget about the questions and just have a comfortable conversation. Keyword: comfortable.

2. Do your homework.

The only way to avoid getting stuck asking questions is to do so much research that you don't need them. Know your subject, know the issues and know what the public would want to know if they could sit down with the subject matter.

3. Don't stick to your agenda.

To make matters worse, most interviewers follow the questions that they have lined up in the order they wrote them, instead of letting it flow based on what the subject is saying. Many great follow-up conversations and sidetracks are lost because the interviewer was following their flow instead of the flow of the conversation.

4. Have notes, not questions.

It's ok to have some notes about concepts you would like to discuss, but don't hold it in your hand and look down at it - that will break the conversation and turn it into an interview.

5. Ask open-ended questions.

Always start your questions or commentary with words like "how" and "why." Those two words can never be responded to with the words, "yes" or "no." If you want something more than one or two word answers, use words like "how" and "why."

6. Open arms.

Do your best to have nothing blocking you from your subject matter. This includes objects like recorders, pens, coffee tables, etc. In an ideal world, keep your arms open and your heart aimed at the subject matter's heart. This creates a much more human connection; let nothing get in the way.

7. If you're going to record it...

Start training yourself now to not say things like, "ummm" and "ahhhh." While it sounds natural in everyday chitter chatter, those little vocal stumbles sound extra annoying if you plan on publishing the audio file, and it's even more frustrating if you have to transcribe the audio to text. It's one of the hardest things to do, but be conscious of it.

TURN OVER FOR TIPS 8-12

8. Don't say anything.

This is an old journalism trick, but it works wonders. Many people have been interviewed many times and they know the questions they are most likely to be asked, so their answers are practiced and canned. If you want to get a little bit more out of them or something original, wait for five seconds after they finish their last sentence and do not say anything. More often than not, that moment of silence will get them thinking and they'll start speaking from their heart (and with a whole other perspective than their standard canned answers).

9. Watch the clock.

Try not to go over 30 minutes. You should be able to capture everything you need in 15 minutes or less.

10. Be the ambassador for your audience.

Don't forget that your role as the interviewer is to ask the questions that your mass public would want the answer to if they could be in that room. They can't be there. You are. Be their ambassador. Ask the questions they want answered.

11. Don't just take notes. Old school journalists don't record anything; they just take notes. It can be very distracting, and the act of taking notes separates you from the subject matter. You wind up focusing way too much on the notetaking or the typing instead of what matters most: the person in front of you. Invest in a good recorder (or your cell phone) and have a conversation. Worry about the transcription later. There's nothing more annoying than when a journalist says, *"hold on, can you please slow down so that I can get this all written down."*

12. Have fun. If you're stressed or focused on your notebook and the questions in it, your subject will "feel it" and will pick up on your nerves or apprehension. Remember that the best conversations are the fun conversations. Have fun.

Attachment 2

I-Search: Interview Techniques

Soe tips adapted from Ken Macrorie, *The I-Search Paper*, and —Shut Up and Listen: *The Keys to Good Interviewing*, by Dr. Ink (Poynteronline), and with a debt of gratitude to Ms. Thoms. <http://stuy.enschool.org/ourpages/auto/2012/2/26/48698802/I-Search%20Packet.pdf>

1. **Approach your subject (the person you want to interview) politely.**

Briefly explain that you are writing a research paper for your English class, and ask if he or she would be willing to be interviewed. Explain what area of questioning you want to focus on: —I'd like to ask you about your experiences as a published poet. —I'd like to interview you about how exactly sunburns cause skin cancer.

Schedule a mutually agreeable time for your interview. You may conduct your interview in person, over the phone, or via email. If you are writing email, remember to write it as a formal letter—don't use IM slang. In person interviews are best. Phone interviews are second best. Both are vastly better than email.

2. **Be prepared.**

Before you meet or speak with your expert, do some initial research on your topic, and write down your questions. Don't ask an expert for simple answers that you can get with minimal research. It's a waste of your time and an insult to your expert!

Be prepared to explain the assignment again, and then be ready to ask your questions. Write down both open-ended, introductory question, and more specific, detailed questions for later in the interview.

3. **Record the interview.**

There's no one right way to do this. Some interviewers work with a pad of paper and a pen; others bring a small recording device. (If you do this, be sure to ask your subject first if he or she minds being recorded.)

Some important points about recording an interview:

1. You do NOT have to write down every word your subject says. Don't panic if you feel you can't keep up. Think about what's being said, not about how to get it down, and you'll find you don't need every word.
2. If you don't hear or don't understand something, you can say, —Will you repeat that? or —I'm not sure I understood what you just said.
3. Listen for the things that pertain to the focus of your profile. Write them down.

4. **Ask open-ended questions.**

Skillful interviewers make their subjects feel like opening up. They don't ask, —Did you start working as a _____ when you were very young? That's likely to produce a simple —Yes or —No, and a pause anticipating the next question. Try starting out with a

How or Why question. Get your subject talking!

Some ideas:

1. How did you get started in this area?
2. Why did you get interested in this topic?
3. If you were allowed to tell a beginner only one thing about this topic, what would it be?

5. Shut up and listen.

6. Work from a list of questions, but veer off.

If your expert says or does something interesting, ask a follow-up question; don't just go on to the next item on your list. Be willing to be surprised.

7. Ask the most important questions more than once and in different forms.

8. If possible, interview your expert on his or her turf.

Why? For one thing, he or she may be more comfortable there, and therefore more willing to open up. For another, you may learn things you otherwise wouldn't simply by being there! If you can, hang around to watch and record your expert's interactions with others. Notice physical details about your expert and his or her surroundings. Be observant!

9. Write down things you see, not just answers to questions.

After the Interview...

1. As soon as possible, sit down with your notes and fill them in. Add details you remember from the interview and thoughts that strike you as you gather information for your search. Think about how you'll incorporate this into your I-Search.
2. Underline the strongest pieces of dialogue – pieces which contain important information, answer a question particularly well, or show something you want to convey about your expert (for example, enthusiasm, depth of knowledge, or sense of humor). Use these pieces in your I-Search.

Attachment 3

Sources to Use

Directions: As you conduct research, you will be looking for two main types of sources of information - *primary and secondary*. *Primary sources include legal documents, letters, diaries, eyewitness accounts and surveys. Secondary sources include interpretations of primary sources written by other authors.*

For example, if a historian studied diaries, letters, official military records, and eyewitness accounts to write a biography of a famous military general, he would be using primary sources. If that same historian consulted material from other biographies of the same general from history books that included material about the general, he would be using secondary sources.

The first place you should begin is the school library, but you will also be responsible for conducting at least one first-hand interview. The results of the interview will become a substantial source of information for your paper.

Library Resources	
Resource	Source of Information
Online Catalog this catalog also lists audiovisual	books listed by author, and subject; in some libraries materials – videotapes, CDs, films, etc.
<i>Reader's Guide to Periodical Literature</i>	articles in magazines and journals
Online databases <i>Times</i> , back	indexes to major newspapers, such as <i>The New York Times</i> issues of newspapers
General and specialized references, atlases, reference books & CD-ROMS	encyclopedias (electronic or print), biographical almanacs
Videotapes & audiotapes of books	movies, documentaries, instructional tapes, audiotapes
Librarian/media specialist including audiovisual	help in using reference materials and finding sources, materials

Community Resources	
Resource	Source of information
World Wide Web and online services other libraries	articles, interviews, bibliographies, pictures, videos, recordings; access to the Library of Congress and other libraries
Local government agencies on local government	facts and statistics on various subjects, policies, experts
Local offices of state and government officials	voting records, recent and pending legislation, experts and federal government
Local newspaper offices information on city or area	accounts of events of local interest, historical
Museums, historical societies, artists, special service groups	historical events, scientific achievements, arts and exhibits, and experts on these subjects

When in the school library, utilize the resources and online databases to which the district has access. Please go to your school’s homepage, click on library, select your school, and then click “Databases.” This is a wonderful place to begin your research.

Attachment 4

Keeping Track of Resources

Directions: Please use the space below to record basic bibliographic information from your sources. You will eventually utilize this information to create an APA style Works Cited page. **Remember that you a minimum of 4-6 sources; one of those will be the interview that you conduct.**

Or

As an alternative for those of you that prefer to rely solely on technology, please consider utilizing Power Point to create slides with the same information that is asked for below.

Source #_____ (Write this number on the photocopy/printed-out version of this source)

Title of work:

Title of article:

Author of work (use editor when author isn't given)

Publisher:

Place of Publication:

Copyright date:

Pages: _____

URL address:

Notes about this source:

Source # _____ (Write this number on the photocopy/printed-out version of this source)

Title of work:

Title of article:

Author of work (use editor when author isn't given)

Publisher:

Place of Publication:

Copyright date:

Pages: _____

URL address:

Notes about this source:

Source # _____ (Write this number on the photocopy/printed-out version of this source)

Title of work:

Title of article:

Author of work (use editor when author isn't given)

Publisher:

Place of Publication:

Copyright date:

Pages: _____

URL address:

Notes about this source:

GRADE LEVEL: 12
Big 6 Skill: Location and Access and Use of Information
Lesson Topic: Evaluating source reliability and usefulness

Lesson 4

One Class Period

Aim: How should my source material be evaluated for appropriateness and fit in response to my Research Question?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RI	12	7
W	12	8

Motivation: Show students the YouTube video – *Evaluating Sources* available at:
<https://www.youtube.com/watch?v=EvMT08mD7Ds>

Instructional Materials:

- *Evaluating Sources* video available via YouTube
- *Questions to Ask When Evaluating Sources (Attachment 1)*
- *Evaluating Sources – The CRAPP test (Attachment 2)*
- *Questions to Ask When Evaluating an Internet Source (Attachment 3)* - simply an alternative handout

Procedures and Pivotal Questions:

- Students will view the video and then be asked to evaluate their own sources using the CRAPP test.
- Discuss the meaning of each letter of the acronym CRAPP.
- **Would you immediately take the advice or word of a stranger? Why not?** That same reasoning should be applied to determining the strength of the sources you are finding. You must question the value of the source itself in order to determine its usefulness to the I-Search paper.
- Utilize *Evaluating Sources – The CRAPP test (Attachment 2)* handout. Students should respond to questions based on their resources.

Summary:

How important is it to determine the truthfulness and usefulness of your sources prior to writing your paper?

Extension Activity: Continue CRAPP testing your sources and place all material inside your Research folder.

Attachment 1

Questions to Ask When Evaluating Sources

Info taken from: https://www.csuchico.edu/lins/handouts/eval_websites.pdf

When you search for information, you're going to find lots of it . . . but is it good information? You will have to determine that for yourself, and the **CRAAP Test** can help. The **CRAAP Test** is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

Evaluation Criteria

Currency: *The timeliness of the information.*

- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- Are the links functional?

Relevance: *The importance of the information for your needs.*

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable citing this source in your research paper?

Authority: *The source of the information.*

- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source? Examples: **.com .edu .gov .org .net**

Accuracy: *The reliability, truthfulness and correctness of the content.* • Where does the information come from?

- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?

Purpose: The reason the information exists.

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?

Attachment 2

CRAPP Test your Sources

Directions: In an effort to determine the true value of the sources that you have gathered so far, select any 2 sources and complete the CRAPP test by offering brief responses to each question below. This sheet should remain in your Research Folder for submission of evidence of validity testing your sources.

Source # _____

Currency: *The timeliness of the information.*

- When was the information published or posted? _____
- Has the information been revised or updated? _____
- Does your topic require current information, or will older sources work as well? _____
- Are the links functional? _____

Relevance: *The importance of the information for your needs.*

- Does the information relate to your topic or answer your question? _____
- Who is the intended audience? _____
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use? _____
- Would you be comfortable citing this source in your research paper? _____

Authority: *The source of the information.*

- Who is the author/publisher/source/sponsor? _____
 - What are the author's credentials or organizational affiliations? _____
 - Is the author qualified to write on the topic? _____
 - Is there contact information, such as a publisher or email address? _____
 - Does the URL reveal anything about the author or source? Examples: **.com .edu .gov .org .net**
-

Accuracy: *The reliability, truthfulness and correctness of the content.*

- Where does the information come from? _____
- Is the information supported by evidence? _____
- Has the information been reviewed or refereed? _____
- Can you verify any of the information in another source or from personal knowledge? _____
- Does the language or tone seem unbiased and free of emotion? _____
- Are there spelling, grammar or typographical errors? _____

Purpose: *The reason the information exists.*

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade? _____
- Do the authors/sponsors make their intentions or purpose clear? _____
- Is the information fact, opinion, or propaganda? _____
- Does the point of view appear objective and impartial? _____
- Are there political, ideological, cultural, religious, institutional or personal biases? _____

After completing the CRAPP test, have you determined this source to be valid and useful to the development of your paper? _____

Attachment 3

Questions to Ask When Evaluating an Internet Source

Directions: Since most of the information that you will gather will be via the Internet, please review all of the criteria below so that you can assess and complete an evaluation form for each of the sources you plan to use.

Accuracy

Almost anyone can publish a web site, and no standards for checking accuracy have been fully developed. Here are some questions to ask when evaluating for the accuracy of a site.

- Does the author cite the sources of information he or she used to develop the site?
- Is it possible to verify the legitimacy of these sources?
- Does the background of the author indicate knowledge of the subject covered?
- If the site is research-based, does the author clearly identify the method of research and the data gathered?

Authority

Because publishing on the Web is so easy, determining the author's expertise relevant to the topic covered is essential. Ask yourself the following questions to determine the author's credibility.

- Do you recognize the author's name?
- If you don't recognize the name, what type of information is given about the author?
- Position?
- Organizational affiliation?
- E-mail address?
- Biographical information?
- Was the site referenced in a document or web site that you trust?

Remember: If the author's name is not evident -- BEWARE! If the author's name is present, sometimes it is difficult to determine the author's credibility. Determine the level of importance the author's expertise is to the overall site.

Objectivity

Any published source, print or non-print, is rarely 100% objective. The Internet has become a highly utilized arena for all types of publishing. Determining the author's point of view or bias is very important when evaluating a web site.

What is the purpose of the web site:

Is it advertisement for a product or service?

Is it for political purposes? Is it trying to sway public opinion on a social issue? Do you trust the author or organization providing the information?

Currency

Being aware of the currency of the information given on a web site is pertinent to the overall evaluation of a site. The currency of the information presented is crucial if the top covered updates rapidly, such medical or travel information. However, keep in mind that not all types of information need to be dated within the last 6-12 months.

Is a date clearly displayed?

Can you determine what the date refers to?

When the page was first written? When the page was first posted on the Internet? When the page was last revised or updated?

The copyright date? Find out more about copyright issues.

Are the resources used and information provided by the author current?

Does the page content demand routine or continual updating or revision?

Do the links on the page point to the correct Internet site addresses?

Coverage

The last aspect to assess is coverage. This can be difficult to determine because the nature of a site's coverage may be different than a print resource. However, you should examine these points.

Are the topics covered on the site explored in depth?

Are the links in the site comprehensive or used as examples? In the site, are the links that are provided relevant and appropriate? How useful is the information provided for the topic area?

GRADE LEVEL: 12
Big 6 Skill: Synthesis
Lesson Topic: Thesis development

Lesson 5

One Class Period

Aim: How should I generate a thesis statement for my I-Search essay?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	12	2a, 5
SL	12	4

Motivation: Create a “To Do” list for the week. Simply list at least 5 things you know you need to accomplish this week.

Instructional Materials:

- *I-Search Thesis Statement Development (Attachment 1)*
- *I-Search Thesis Statement Practice (Attachment 2)*
- *My I-Search Thesis Statement (Attachment 3)*

Procedures and Pivotal Questions:

- Students will create a brief list of all of the things that they would like to accomplish during the next week. Then ask students to select one task from their list and to list the steps they will follow in order to accomplish that task.
- How might this activity mirror what is expected of you in the development of a thesis statement for your I-Search paper?
- Explain that essentially, the thesis statement of an I-Search paper provides an answer to the Research Question that was posed early on in the process as well as explores how the answer was discovered.
- Share with students that an I-Search paper, unlike a research paper, does not assume a detached and objective stance. Instead it allows a writer to take an active role in the search for information and the development of a conclusion. The thesis statement gives a more personalized conclusion to the research and includes the opinion of the author.
- Distribute (**Attachment 1**) to help facilitate a conversation about appropriate steps to I-Search thesis statement development.
- Have students complete *I-Search Thesis Statement Practice (Attachment 2)*

Summary:

What is the function and purpose of a thesis statement for an I-Search paper?

What are the parts of a thesis statement for an I-Search paper?

How will you develop your own thesis?

Extension Activity: Students will complete *My I-Search Thesis Statement* (**Attachment 3**) for homework.

Attachment 1

I-Search Thesis Statement Development

What function should a thesis statement have in an I-Search paper?

- ✓ An I-Search paper, unlike a research paper, does not assume a detached and objective stance. Instead it allows a writer to take an active role in the search for information and the development of a conclusion. The thesis statement gives a more personalized conclusion to the research and includes the opinion of the author.

How can a thesis statement be developed?

- ✓ To frame your thesis statement, turn your Research Question into a sentence and add the factors you must consider in order to answer that question.

Example:

Research Question =

Can I manage my asthma so I can lead a full, active life?

Possible Thesis Statement =

Managing asthma fosters a full, active life when following my doctor's instructions on medication, avoiding pets, sticking to an exercise program, and minimizing the effects of allergens that can trigger asthma episodes.

Note that the thesis statement above can be easily broken into two parts.

Part 1 identifies the topic (managing asthma) and Part 2 reveals how the writer now feels about having an answer to his/her Research Question (that following doctor's orders, avoiding pets, exercising and minimizing allergens will help him).

Your thesis statement must serve the same purpose – indicate the topic and state/share the answer to your Research Question.

Attachment 2

I-Search Thesis Statement Practice

Directions: Take a look at the sample thesis statements below and after reading each statement, identify the topic of the paper and exactly what you think the writer thinks, feels, or believes now that research has been completed.

1. Phil Jackson’s unique coaching techniques made him an effective mentor for superstar players like Michael Jordan, Shaquille O’Neal, and Kobe Bryant.

Topic: _____

What the writer feels/believes about the topic:

2. Martin Luther King, Jr. and Malcolm X had different viewpoints; however, they both changed the course of history by fighting for civil rights.

Topic: _____

What the writer feels/believes about the topic:

3. JK Rowling’s Harry Potter series is a charming reminder of the imaginary world of children and a scathing critique of the adult world.

Topic: _____

What the writer feels/believes about the topic:

4. In order to improve communications between student and teacher and to enhance learning, grades should be eliminated in favor of narrative evaluations.

Topic: _____

What the writer feels/believes about the topic:

Attachment 3

My I-Search Thesis Statement

Directions: Use the space below to draft a possible thesis statement, and then read over the checklist below and make revisions to your statement for clarity, strength, and focus. Be sure to place this and all materials in your I-Search folder so that you can provide evidence of the work you have completed during this process.

My Thesis Statement =

Thesis Statement Checklist

- ✓ **Is your thesis statement focused on a single limited topic?**
- ✓ **Is your thesis a clear direct sentence? (Does it make a STATEMENT?)**
- ✓ **Does your thesis convey your point of view or attitude about the topic without using “I think...”?**
- ✓ **Does the thesis suggest a pattern of development? (for example- compare/contrast, cause/effect, argumentative, exemplification, division/classification)**

Revised Thesis Statement =

GRADE LEVEL: 12
Big 6 Skill: Synthesis
Lesson Topic: Outline creation

Lesson 6

One –Two Class Periods

Aim: How can my research generate an outline that will aid in the writing of my I-Search paper?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
W	12	2, 5
L	12	1, 2

Motivation: Why do sites like Mapquest and GoogleMaps exist?

Instructional Materials:

- *Informal Outline Development (Attachment 1)*
- *Formal Outline Development (Attachment 2)*
- Computer room time

Procedures and Pivotal Questions:

- Student responses should serve as means through which to discuss briefly the importance of having a “road map” for their essays.
- Why is it essential to plan the parts of your essay in outline form before writing a draft?
- How will an outline help you organize an appropriate flow of ideas?
- Students will spend the period utilizing their notes and resources as gathered in their research folders to create an outline of their paper.
- It would be best to schedule Computer room time so that students could utilize the appropriate outline form of your choosing to submit a complete outline to be reviewed, kept in Research folder, and eventually, graded.

Summary:

What kind of information belongs in an outline?

What value is there in outlining informally and/or formally prior to writing your essay?

Extension Activity: Finish creating your Outline.

Attachment 1

Informal Outline

Directions: Now you are moving from your paper topic (Thesis Statement) into the body of your paper. To do this, you will create an Informal Outline. Use the three categories below to help you organize your thoughts. I have included a sample Informal Outline on the left-hand side, and you will create your Informal Outline on the right-hand side.

Sample Informal Outline	My Informal Outline
<p>1. The story of my search Learning of my condition What I knew about asthma Questions running through my head Research question: <i>Can I manage my asthma so that I can lead a full, active life?</i> Searching online Reading articles Finding books/journals Thesis Statement: <i>I can manage my asthma so that I can lead a full, active life by following my doctor’s instructions on medication, avoiding pets, sticking to an exercise program, and minimizing the effects of allergens that can trigger asthma episodes.</i></p>	<p>1. The story of my search</p>
<p>2. The results of my search I can manage my asthma so that I can lead a full, active life if I</p> <ul style="list-style-type: none"> · Follow my doctor’s instructions on medications–inhalers and allergy shots · Avoid pets · Stick to an exercise program for respiratory muscles · Minimize environmental factors–dust, pollen, air pollution, weather 	<p>2. The results of my search</p>
<p>3. In the end: Reflections on my search Made me a better planner and organizer Helped me overcome shyness because I had to ask for help Improved my writing skills Improved my ability to draw conclusions Gave me confidence that I can lead a full and active life</p>	<p>3. In the end: Reflections on my search</p>

Attachment 2

Formal Outline

Directions: Use the structure and format below to develop a formal outline of your own. Your outline will make it much easier for you to write your paper.

I. Introduction

A. The Search Question (Set the Mood)

1. Reflect upon the topic of your I-Search
2. Explain what you already know or wonder about the topic
3. Explain why you chose the topic
4. Write your search question (thesis statement)

II. Body Paragraphs:

A. The Search Process (Initial Steps)

1. Statement about the value of the web sites you went to and/or other sources you used, including your interview
2. Example about the information you found (*and the value of other links or references*)
3. Explanation about the usefulness the information was (*Did it support your search question?*)

B. The Search Process (Subsequent Steps)

1. Statement about the value of the web sites you went to and/or other sources you used, including your interview
2. Example about the information you found (*and the value of other links or references*)
3. Explanation about the usefulness the information was (*Did it support your search question?*)

C. What I Learned

1. Statement about what you learned
2. Example directly citing information from which you learned
3. Explanation about the example clearly showing what you learned

D. What I Learned

1. Statement about what you learned
2. Example directly citing information from which you learned
3. Explanation about the example clearly showing what you learned



**Body paragraph length will vary according to depth of research. Minimum of four body paragraphs is required.*

III. Conclusion

A. What It Means to Me

1. Statement about what you now know about searching for information that you didn't know before. (*Do not write about the topic.*)
2. Reflect on how this knowledge will affect the way you think or act in the future about researching a topic.
3. Explain what kind of skills you have developed as a researcher and writer.
4. Explain what you learned about the thinking process involved in doing research, and how it felt once you made this realization.

GRADE LEVEL: 12
Big 6 Skill: Synthesis
Lesson Topic: Essay creation

Lesson 7

One –Two Class Periods

Aim: What are the essential components of writing the I-Search paper?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
L	12	1, 2
SL	12	3, 4

Motivation: Have students finish the sentence, *A strong essay will have...*

Instructional Materials:

- *Sample I-Search Paper (Attachment 1)*
- Rubric generator: http://www.teach-nology.com/web_tools/rubrics/

Procedures and Pivotal Questions:

- Student responses should foster a conversation about what the components of strong essay writing are.
- What other elements of good writing do you believe belong on this list? Why?
- Allow students to work in pairs to generate a list of writing criteria that can then be collected and utilized to develop a rubric for grading the drafts of student work. The teacher will collect all criteria generated and use it to develop a student-driven rubric to be utilized by students to peer-edit their drafts. Consider using http://www.teach-nology.com/web_tools/rubrics to quickly create a rubric for use on draft submission day.
- Distribute *Sample I-Search Paper (Attachment 1)* and review with students the components of the paper as they are present in the sample.
 - Note that a variety of sample papers can be located at: <http://go.hrw.com/eolang/pdfs/ch9-6.pdf> and http://www.kimgroninga.com/sample_essays.htm
- How does the layout of this style of essay differ from traditional research papers?
- What do you notice about the voice and style of the paper?
- How will you integrate your research throughout the paper?
- Consider sharing with students the following video on APA In-Text citation format - <https://www.youtube.com/watch?v=fLILIYxeGls> as well as <https://www.youtube.com/watch?v=kIJEEdKCjt0E> to aid in the development of the References page. And as always, utilizing

<https://owl.english.purdue.edu/owl/resource/560/02/> will provide students with samples.

Summary:

How will you approach the writing of your I-Search paper now that you understand the essential elements and layout of the essay?

Extension Activity: Students should begin drafting their essays.

Attachment 1

Sample I-Search Essay

Taken from [www.chicagoagr.org/...](http://www.chicagoagr.org/)

Directions: Carefully read and review the sample essay below in order to best familiarize yourself with the essential components and layout of a successful I-Search paper.

LIVING WITH ASTHMA	
<p style="text-align: center;">What I Already Knew / What I Wanted to Know</p> <p>“Well, Annie, it looks like you have asthma,” our family physician informed me. I could not believe what I was hearing. I thought that I had been suffering from a very stubborn cold. Questions started going through my head as I listened to Dr. Davis explain my condition. I’m in high school. Aren’t I too old to get asthma now? How can I stay on the softball team? Will I still be able to go on camping and hiking trips with my family?</p> <p>I already knew that asthma is a chronic disease which affects the lungs and that certain medications help control the number and severity of asthma episodes. (That’s when the coughing and wheezing start.) I didn’t know much more than that.</p> <p>I needed to know more about what might trigger an asthma episode. Will I be able to keep up with other players on the softball team? Are there certain types of trees and plants that I should avoid? After much pleading and negotiating on my part, my parents had finally agreed that our family could have a dog. Will I be able to live with it?</p> <p>I made a list of the things I needed to know. From that list, I was able to form my research question: <i>Can I effectively manage my asthma?</i> Later, I was</p>	<p>Hook your readers with an attention-grabbing statement.</p> <p>Explain what you already know about your topic.</p> <p>Tell what you want to know about your topic.</p>

able to form an answer.

The Story of My Search

My search took about three weeks. I began my research by doing some background reading in the Encarta online encyclopedia. That site provided a definition of the term *asthma*, information on how the lungs function, the causes of asthma attacks, and the diagnosis and treatment of the disease. Statistics on the number of Americans with the disease were included in the article. Most of the information, including the statistics was supported by the information in the Merck Manual of Medical Information.

From there I did an online search combining the terms *asthma* and *managing* in the Google search engine. Of the many sites that were available, I chose to use the American Lung Association's web site. There the information on asthma was current, well organized, easy to understand, and it provided answers to all three aspects of my research question. A web search of *lungusa.org* confirmed that the web site was registered to the American Lung Association. It gave me a street address at which I could contact the American Lung Association, as well as the date the site was last updated. Again, I used the Merck Manual of Medical Information to confirm the accuracy of the information. This was the only resource I evaluated for accuracy, currency, authority and purpose.

Dr. Davis referred me to an allergy / asthma specialist named Dr. Emma Anders. Since she was going to treat my asthma, I decided to interview her for my paper. I forgot to take her busy schedule into account, and I did not know that she had planned a short vacation during the time I was doing my research. She graciously agreed to meet with me after her office hours one day. Dr. Anders

Form a research question

Steps of the research process

was a great source of information on all aspects of my disease, but the most unique feature of our interview included a demonstration of two instruments, a peak flow meter and a metered-dose inhaler. She also sent home a video on the appropriate use of both pieces of equipment.

During the next week I went to my school library. My school librarian directed me to the reference section where were many specialized medical encyclopedias. I chose to use the Merck Manual of Medical Information because it was the most current publication on the shelf. The vocabulary was much more technical than what I had found in the other sources. Included in the article were a table that showed the different medications used to treat asthma and a graphic that illustrated the correct use of an inhaler. Using the library's OPAC (Online Public Access Catalog) to search for books, I did a subject search using the term *asthma*. My school library didn't have any titles that dealt with asthma. I realized that I would have to go to the public library to find books.

Still at my school library, I talked to our school librarian about using Proquest, a very comprehensive online magazine / newspaper database. Our librarian showed me how to use the "Browse Topics" feature. This feature allowed me to find the search terms used by Proquest and to narrow my search. I found *asthma* listed as a search term with 111 subtopics. I narrowed my search by adding the subtopic *athletes* to one of my searches and *allergies* to another.

At the public library I searched the OPAC (Online Public Access Catalog) using *asthma* as the search term in a subject search. Surprisingly, many of the titles shown in the catalog were checked out. I didn't want to place any titles from other libraries on hold, so I checked out 1 of the 2 titles on the shelf. The book, Breathe Right Now: A Comprehensive Guide to Understanding and Treating the

certain triggers, allergy shots will help by desensitizing me to them, making them less likely to trigger an episode (Anders).

If I am allergic to certain pollens, I can reduce the chances of an asthma episode by staying indoors when those pollens are in the air. Indoors, I can reduce the risk of an episode by using the air conditioner to circulate air while keeping windows and doors closed to keep pollens out. Cleaning the air with an air-cleaning device can reduce dust mites, mold spores, and other indoor allergens (“85 percent of Americans”).

Two instruments are commonly used in the treatment of asthma. The first is called a peak flow meter. This is a tube about six inches long; its purpose is to measure your ability to push air out of your lungs. When you exhale into it, you can determine if your lungs are working at their capacity. If they are not, you know it is time to take some medication, often with a metered-dose inhaler (Peak Flow Meters). A metered-dose inhaler, a hand-held pump, delivers medication directly to the airways and helps patients get their breath back very quickly (Anders).

There are many different medications that doctors may use to help people with asthma. Medications can be injected, taken orally or inhaled. Inhaled medications are usually a first line of defense because they work very quickly, usually in less than 5 minutes. This is because they go right into the lungs and not into other parts of the body. Certain anti-inflammatory drugs are used to keep air passages open and prevent asthma episodes. One type of these is called corticosteroids. I was relieved to find that these are not the same kind of steroids that cause serious side effects in athletes. The risk of side effects with corticosteroids is very small. (“Asthma Medicines”).

Support for thesis via parenthetical citations within the paragraph

Support for thesis

Support for thesis

Twenty or thirty years ago doctors believed that physical exercise made an asthmatic patient's condition worse. At that time doctors believed a quiet, restful life was best. Now new research is showing that "people with breathing disorders who can maintain a regular program of exercise and activity are able to experience maximum cardiovascular fitness along with greater symptom control, or an increased ability to exercise and do the activities of daily living. Exercise trains the respiratory muscles to work more efficiently" (Smolley and Bruce 127-128). I had been worried that I would have to drop off the softball team or miss our next family camping trip. These facts, however, made me confident that I would be able to continue to do both.

Support for thesis

Nancy Hogshead, a former Olympic athlete, demonstrates some exercises for asthmatics on a video called Aerobics For Athletes. I tried some of the exercises, and they are great. Nancy serves as a wonderful role model. She and other Olympic athletes including Rob Muzzio, Jim Ryun, Jackie Joyner-Kersey, and Amy VanDyken have had to deal with asthma, and many of these athletes still compete (Smolley and Bruce, 128). In fact, a recent study of Olympic athletes revealed that "more than 20 percent of the American athletes who participated in the 1996 Summer Olympic games may have had asthma" ("Olympians"). I am very encouraged by this fact.

Support for thesis

After doing the research, I concluded that if I developed a plan for myself, I would be able to manage my asthma. My plan addresses the areas of medical treatment, environment, pets and sports. If I find that I have allergies, I'll take the allergy shots. I'll take my medications and monitor the peak flow levels every day as well as go in for checkups every three months. Prior to outdoor activities such as hiking and camping I'll have to check the pollen counts that are published in

our local newspaper. If the counts are high, I won't be able to participate. As for getting a dog, our family will have to postpone that decision until I've found if I'm allergic to them. Finally, I can continue to participate in my sports and physical activities. I'll use the peak flow meter before and after softball games, do warm-up breathing exercises, and keep an inhaler handy for emergency use.

My Growth As A Researcher

I actually learned a lot about doing research as a result of this project. For one thing, doing the research took a lot more time than I thought it would. Consequently, I have learned to plan my time more efficiently. I'll schedule an appointment well ahead the next time I want to interview someone. My writing skills also improved. I learned to use an outline to organize my thoughts before I begin to write. I'm also better able to write a well-developed paragraph that focuses on one topic. Proquest and the OPAC at the public library are both tools that I hadn't used before but will use with my next research project. I also learned how to evaluate information from web sites. In addition to these academic benefits, I got a lot of information that will help me lead a full and active life, in spite of my asthma.

Adapted from:

O'Dell, Lee, Richard Vacca and Renee Hobbs. "Living With Asthma."

Elements of Language. 3rd course. New York: Holt, Rinehart and Winston, 2004 : 223-227.

Answer to the research question

Significance of the research experience

NOTE: You have traditionally created a Works Cited page according to MLA format, you will learn how to utilize follow APA format to create what is called the *References* page.

GRADE LEVEL: 12
Big 6 Skill: Evaluation
Lesson Topic: Peer Editing

Lesson 8

One Class Period

Aim: How can my peers contribute to my submission of a successful paper?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
RL	12	7
RI	12	5

Motivation: Distribute Taylor Mali’s “The the Impotence of Proofreading”

Instructional Materials:

- “The the Impotence of Proofreading” I have edited and adapted it for the classroom (**Attachment 1**)
- Peer Evaluation Rubrics should be generated from student responses during Lesson 7
- Alternatively, one can use *Peer Evaluation* handout (**Attachment 2**)
- *Evaluate and Revise* handout (**Attachment 3**)

Procedures and Pivotal Questions:

- Students should be given a copy of “The the Impotence of Proofreading.” Have students read the poem to themselves. Then have a volunteer read the poem aloud to the class.
- What is clearly evident within the poem?
- Can you determine what the overall meaning of the poem is?
- What meaning is lost because of the errors?
- If this poem were being graded grammatically, what sort of grade would it deserve and why?
- Ask students to take out the drafts of their papers and to exchange them with a partner. As a proofreader, conduct a first read just simply to understand the paper and its purpose. Then re-read and offer suggestions and feedback. Finally complete Peer Evaluation Rubric (**Attachment 2**) and return the paper to its owner.

Summary:

How valuable is sharing your work with others?
What benefits are there to proofreading?

Extension Activity: Take home your essay and revise using the rubric and feedback you gained from your peer today as well as *Evaluate and Revise* handout (**Attachment 3**).

Attachment 1

The the Impotence of Proofreading

by Taylor Mali

(edited and adapted for classroom use)

Has this ever happened to you?

You work very, very hard on a paper for English class
And still get a very low grade (like a D or even a D=)
and all because you are the liverwurst spoiler in the whale wide world
Yes, Proofreading your peppers is a matter of the the utmost impotence.

This is a problem that affects many, many students all over the world.
I myself was such a bed spiller once upon a term
that my English torturer in my sophomore year,
Mrs. Myth, she said I would never get into a good colleague.
And that's all I wanted, that's all any kid wants at that age
just to get into a good colleague.
Not just an[y] community colleague,
because I wouldn't be happy at just an[y] community colleague.

I really need to be challenged, challenged [meantly]
I needed a place that would offer me intellectual stimulation,
I know this makes me sound like a stereo,
but I really wanted to go to an ivory league colleague.
So if I did not improve
or gone would be my dream of going to Harvard, Jail, or Prison
(in Prison, New Jersey).

So I got myself a spell checker
and figured I was on Sleazy Street.

But there are several missed aches
that a spell checker can't catch catch.
For instance, if you accidentally leave out a word
your spell checker won't put it in you.
And God for billing purposes only
you should have serious problems with Tori Spelling
your spell checker might replace a word
with one you had absolutely no intention of using.

Because what do you want it to [do]?
It only does what you tell it to.
You're the one with your hand on the [mouse] going [clack, clack, clack].
It just goes to show you how embargo

one careless little [clack] of [a moose] can be.

Which reminds me of this one time during my Junior Mint.
The teacher took the paper that I had written on A Sale of Two [Pities]
No I'm cereal, I am cereal
she read it out loud in front of all of my [shipmates].
It was the most humidifying experience of my life,
being laughed at [repubically].

So do yourself a flavor and follow these two Pisces of advice:

One: There is no prostitute for careful editing.

And three: When it comes to proofreading,
the red pen-is your friend.

[Tank] you!

Attachment 2

Peer-Evaluation

Directions: Proofreading your partner's I-Search essay will be an integral part of submitting the best paper possible.

For this scale, a score of zero is lowest and a score of four is highest. After each criteria is evaluated, write in the margins a brief comment stating what why that score was earned. Please be honest and conservative in evaluating the essay.

✍ Introduction contains a lead that reflects in depth about the topic for your research project, hooks your audience's attention by describing in detail what you already know about your subject or why you are curious about it, and thoroughly explains why you chose the topic
0 1 2 3 4

✍ The search question (thesis statement) strongly controls your essay, thoroughly guides the direction of your search process, keeps the focus on what you learned, and appears as the last sentence of your introduction
0 1 2 3 4

✍ Body paragraphs focus in depth on the search process and clearly explains in at least five sentences the value of the web sites you visited and/or the other sources you used, including your interview
0 1 2 3 4

✍ Body paragraphs focuses in depth on what you learned from your research and clearly explains in at least five sentences the examples you cited in support of your search question
0 1 2 3 4

✍ Body paragraphs contain at least six relevant citations from at least four different teacher approved sources including the Internet, a print source, an interview and is thoroughly explained in relation to the search process demonstrating what you learned in support of the search question
0 1 2 3 4

✍ Written in APA format, uses parenthetical citations, and is between five to seven pages long with paragraphs of substance that display varied structure by providing in-depth, insightful, and motivated writing
0 1 2 3 4

✍ Transition words or phrases smoothly connect sentences and or paragraphs
0 1 2 3 4

✍ Conclusion states what you discovered about searching for information, and reflects on how this knowledge affects the way you now think about a researching a topic
0 1 2 3 4

✍ Conclusion clearly explains the type of skills you developed as a writer-researcher, explains what you learned about the thinking process involved in research, and clearly explains how you felt once you made this realization
0 1 2 3 4

 Relatively free of pointers, spelling, grammatical, and mechanical errors 0 1 2 3 4

Provide overall feedback about the essay.

Attachment 3

Evaluate and Revise Your Essay

Evaluate and Revise Your Draft:

Did you know that many famous writers revise their works several times? Very few writers get it right the first time. To refine your writing, read through your paper at least TWICE! First evaluate the content and organization and for the second reading, look at style.

I-Search Paper: Content-and-Organization Guidelines for Self and Peer-Edit		
Evaluation Questions	*Tips	*Revision Techniques
1. Does the thesis statement answer the research question completely?	*Underline the thesis statement Box the research results summary in the thesis. If one or more results are missing. Revise.	*Add research results to the thesis statement until it is a complete answer to the Research Question
2. Is the story of the search in logical order?	*Number each step of the search in the order it happened. If the numbers are out of order as you read through the paper, revise.	*Rearrange the steps of the search so they are in logical order.
3. Are the results of the search adequately supported by information from outside sources?	*Circle the major results of the search. Underline sentences containing information from an outside source. If you underline fewer than three sentences, revise.	*Add information from outside sources. Elaborate on each major result with an interesting or surprising detail from an outside source.
4. Are enough print and non-print sources used? Are they recent, reliable, and objective?	*Highlight information taken from notes. Revise if both print and non-print sources are not used, or if some seem unreliable.	*Consult a library's online catalog and the Internet. Add information from these sources to your report.
5. Does the conclusion describe how the research experience affected the writer?	*Bracket each sentence that describes the effects of the research experience on the writer.	*Add statements that explain the effects of the research experience.

Attach this sheet to your revised and edited essay if you would like some feedback from me before submitting a final paper to be graded.

GRADE LEVEL: 12
Big 6 Skill: Synthesis
Lesson Topic: Presentation

Lesson 9

One Class Period

Aim: How can I display the answer to my Research Question?

Common Core Learning Standards:

<u>Standard</u>	<u>Grade</u>	<u>Standard Number</u>
SL	12	1a, 4, 5
W	12	6, 7, 8

Motivation: Show students YouTube video on Public Speaking Presentation Skills:
https://www.youtube.com/watch?v=tShavGuo0_E

Instructional Materials:

- YouTube access
- *Presentation Requirements* handout (**Attachment 1**)
- *I-Search Presentation Outline* handout (**Attachment 2**)
- *Rubrics for the Final Draft of the I-Search Paper* (**Attachment 3**)
- *Possible Topics for an I-Search Paper* (**Attachment 4**)
- *Oral Presentation Rubric* (**Attachment 5**)

Procedures and Pivotal Questions:

- Students will view the YouTube video in order to spark a conversation about the skills needed for a successful presentation.
- What is the most intimidating part of presenting material?
- How have you faced your public speaking concerns in the past?
- Inform students that they will each be responsible for presenting the findings of their I-Search project to the class. They may use any form appropriate for the academic environment. All presentation ideas must receive teacher approval. Distribute and discuss *Presentation Requirements* handout (**Attachment 1**)
- Show students a sample I-Search presentation using Power Point slides. The following link can be used - <http://www.slideshare.net/guestadf305d/i-search-power-point-presentation>
- Distribute *I-Search Presentation Outline* (**Attachment 2**).
- Address the value and importance of having only an outline when presenting so as not to be reading to the class.

Summary:

What are the expectations of your I-Search presentation?

How can you best display the findings of your I-Search process?

What is the answer to your Research question?

Extension Activity: Students should submit a one-page reflection on their experience presenting, the overall I-Search process, and the grade they believe they deserve and why.

Attachment 1

Presentation Requirements

Objective: The purpose of the I-Search presentation is to share your **experience** throughout the I-Search not to focus upon your topic. It is NOT a report of your topic. Think about it, do you really want me to tell you how to knit? Not really. You want to know how I learned to knit, and how the project/experience impacted me.

Basic Requirements:

1. Your presentation should take **10-12 minutes**. That means, in order to meet the standard on the presentation, you must take at least five-eight minutes. Any extra stuff you would like to share with us (a video you made, for example) is to take no longer than 2 minutes of your total time.
2. You will have 2 minutes for the audience to ask you questions at the end of your presentation. Your preparedness to answer them is part of your score.
3. Your Power Point slide show or other method of presentation will guide your talk/presentation. You will not read it from the screen. Remember your visual aid is supposed to ENHANCE your presentation.
4. Presentations **MUST** be approved by me. You will not be allowed to present with the power point if it's not submitted on time. If you create or work on the presentation at home, you will want to make sure to bring it in on CD, email it or bring it on a flash drive and/or send it to my email account.

Content of your presentation:

You may include more than this, but this is the minimum.

- ✓ Introduce yourself and your project title
- Overview: Your presentation should include the following information:
1. Brief Introduction: Give a quick intro to you, your background, your topic & why you selected it
 2. Goals: What were your major goals? How did you determine the steps and overall goals?
 3. Expectations: What did you expect to experience and gain with the project?
 4. Research Strategies: How did you go about getting your information?
 5. Unexpected Challenges: This should be self-explanatory; what happened along the way that made things difficult for you?
 6. What I Learned: This is what you learned about your topic AND about yourself
 7. How I Will Use this in the Future: Tell us what you learned that you can use in the future; if nothing, then explain why nothing you learned or did was of value.

TURN OVER

Sources: These are the sources you used to create this presentation— nothing else . . . where did you get your images, etc.

Now, your power point (OR WHATEVER VISUAL AID YOU CHOOSE) needs to ENHANCE this information.

Tips for presenting with PowerPoint:

Look at the computer screen and NOT the screen at the front of the room. That way, you can maintain your eye contact with the audience and not turn your back to them.

Ask someone else to change the slides for you if you're not able to work it smoothly into your presentation; you may not sit at the computer and deliver your presentation.

NEVER put complete sentences on a slide; put key words and phrases only— remember, it's there to **guide** your presentation and enhance the experience for the audience.

Whenever possible, you should limit the total number of items on your slide to six; it keeps things from being too cluttered. This includes images.

Be careful about slide appearance—keep in mind the readability of your slides from the back of the room. Avoid curly type fonts & keep a strong contrast between the slide background and the font color. Try it out if you're unsure. Remember, animations & noises are cool but can sometimes be very distracting and at times don't work.

Put the information/content on your slides before you experiment with colors, pictures, and animations. If you run out of time, at least you'll have the required elements on there.

SAVE OFTEN or UPLOAD TO GOOGLE DOCS!!!!!!!!!!!!

Attachment 2

I-Search Presentation Outline

MAKE SURE THAT YOU HAVE A COPY FOR YOURSELF

- I. Introduction to the topic: Why did I want to know the answer to this question?
 - A. What did I know already?
 - B. How is this related to me?
 - C. Why is this important to me?

- II. How did I go about finding the answer?
 - A. Where could I get this information?
 - B. Who might I be able to talk to to?
 - C. What was the information-getting process like?

- III. What materials helped me find the answer?
 - A. How helpful were your sources?
 - B. How did you use these sources?

- IV. What is the answer? (**This section will take the bulk of your time.**)
 - A. Present your findings.
 - B. Explain and demonstrate your product.

- V. Conclusion: What is my reaction to the answer?

Introduction

This describes the topic search. How did you come upon your topic? What significance is your topic to you? Define and describe the topic for those who may be unfamiliar with it.

Body

Explain the process of *researching* as you went about it. Explain your findings clearly and logically. Describe, present, and use your product. Incorporate your product into your presentation (You may read an excerpt of what you have written, or guide the class through your web site, or present your photo essay, or whatever is appropriate for your topic.).

Conclusion

This is the part of the presentation where you tie the whole thing together and bring it to a close. You may want to summarize what you've learned, explain any new questions you have, or tell how you feel about the process of searching for answers.

Attachment 3

Rubric for the Final Draft of the I-Search paper

Content [4 Sections (each section is labeled)]:

- Intro. (contains ideas and prior knowledge) _____ out of 5 pts.
 - The Search _____ out of 5 pts.
 - **The Find (Min. of 4-5 pages that addresses each Q)** _____ out of 15 pts.
 - Conclusion (answered all questions) _____ out of 5 pts.
 - Format [Neatly Typed] & Length (Must be correctly done):
 - Double-spaced, 12 pt. font (TNR), 1” margins, header _____ out of 5 pts.
 - Format: Heading on first page, Title, sub-titles _____ out of 5 pts.
 - **At least 5 to 7 full pages of material** _____ out of 5 pts.
 - Documentation
 - All five sources are used in the paper _____ out of 5 pts.
 - All information & quotes are properly documented. _____ out of 15 pts.
 - Incorporated a minimum of 3 to 5 direct quotes into the paper with proper APA citation form
 - Mechanics – Grammar and Punctuation:
 - Meets overall grammar expectations (at grade level);
Follow the rules of spelling, capitalization, & punctuation _____ out of 5 pts.
 - No run-on sentences or sentence fragments _____ out of 5 pts.
 - Uses a variety of Transitions (including hooks);
Creative expression found in writing. _____ out of 5 pts.
- Total points: _____ out of 80 pts.**

Rubric for the References page:

- It is typed and the title is correct & centered; header _____ out of 5 pts.
- Alphabetical order, double spaced, and 2nd/3rd lines of each entry are indented. _____ out of 5 pts.
- Four to Six (4-6) sources are listed (and used) and all information is given. _____ out of 5 pts.
- No errors in content (all info. is correct & in order). _____ out of 5 pts.

Total points: _____ out of 20 pts.

FINAL Score: _____

Rubric for the Final Draft of the I-Search paper

I-Search Paper (100 pts.)	9-10 Excellent	7-8 Good	5-6 Fair	0-4 Poor
Data Gathering	Data gathering methods were well conceived to inform the questions posed	Data gathering methods satisfactorily informed the questions posed	Data gathering methods were not well conceived to inform the questions posed	Data gathering methods were no evident
Content	Theme is well-defined. Paper discusses what the student already knew, what they wanted to find out, further research and what they learned	Theme is defined. Paper discusses most of the four components.	Theme is vague. Paper discusses the four items very briefly	One of more components of the paper are missing
Research	Excellent background, context and idea development	Good background, context, and idea development	Adequate background, context and idea development	Poor background, context and idea development
Organization	Student presents information in logical, interesting sequence	Student presents information in logical sequence	Reader has difficulty following paper	Reader cannot understand paper because there is no sequence of information
Comprehensibility	Can understand all of what is being communicated	Can understand most of what is being communicated	Can understand less than half of what is being communicated	Can understand little of what is being communicated
Bibliography	Is Complete	Is included but not well organized	Is missing some components	Is almost or completely missing
Style	Meets MLA or APA style requirements	Meets most of MLA or APA style requirements	Meets little of MLA or APA style requirements	Meets none of the requirements
Effort	Exceeds the requirements of the assignment and have put care and effort into the p process	Fulfills all of the requirements of the assignment	Fulfills some of the requirements of the assignment	Fulfills little of the requirements of the assignment
Grammar, Mechanics, Spelling and Sentence Structure	Presentation is highly polished; no grammar or spelling errors	Presentation is polished; maximum of one grammar or spelling error	Presentation is adequate; maximum of two grammar or spelling errors	Inadequate presentation; more than two spelling or grammar errors
Conclusion	Included thoughtful reflections on results	Included satisfactory reflections on results	Did not include thoughtful reflection of results	Was not presented

Attachment 4

Possible Topics for an I-Search paper

Do not limit yourself to this list!

Do not assume that all project ideas on this list will be approved – it will depend on your proposal.

Self-Directed Project Topic Ideas

Do not limit yourself to this list!

Do not assume that all project ideas on this list will be approved – it will depend on your proposal.

Acoustic Guitars: The Better Way To Go	Conduct a dance class for young kids	How much do you really know about cancer?
Acquire personal trainers license	Conduct a fashion show/ cancer society fundraiser	Hypnotherapist apprentice
Alzheimer's patients and care	Conducting experiment: E-Coli in rain runoff, Science Fair vol.	Improvisation workshop for Jr. High
Animation	Construct a bike frame	Infomercial on Advertising
Architectural model	Constructing outfits from the 50's and today	Infomercial on Advertising
Art Class/ Drawing	Convert engine from carb to fuel injection	Installing a car stereo system
Attend AA meetings	Coordinate youth and elderly project	Installing a supercharge in a car
Auto body work	Coordinating a benefit	Instrument Ground School Course and survey (pilots)
Automotive enhancement	Choreographing a dance	Interior design (upstairs living room)
Baby Signing Class for Tiny Sparts parents	Create a computer program	Japanese calligraphy
Baseball clinic	Create activities for residents at a retirement center	Japanese style artwork
Bass guitar lessons	Create an anime cartoon	Judo coaching
Body work/painting a car	Create music on electronic equipment	Landscaping your yard
Building a composting toilet	Creating and protein supplements	Learn about medicinal plans/herbal remedies
Build a computer	Creating a report in Porcine stress	Learn the Violin
Build a Deck	Syndrome from submission to a scientific journal	Learn to oil paint
Build a guitar	Creating a video game character	Learn to play bass guitar
Build a Parade Float	Creating and setting up an aquarium	Learn to play the piano
Build a porch	Dance	Learn to play the guitar
Build an air conditioner	Demonstrating the effects of music on the heart	Learn to ride a unicycle
Build an ambient device	Design and build a greenhouse	Learn yoga
Build cabinets for the Band Room	Design and make a quilt	Learning Karate
Building a chain mail "coif"/helmet from medieval time	Design and make clothes	Learning to fence
Building a fuel cell and testing	Design and make own prom dress	Learning to fly fish
Building a mini-bike	Design/sew prom dress	Learning to play to blues guitar
Building a model city/ civil engineering	Designing a website for AP biology	Life long benefits of martial arts
Building a modular house	Designing nicotine awareness/presenting	Make a CD
Building a pond	Documentary of Bipolar disorder	Make a middle ages styles dress for prom
Building a remote controlled airplane	Dog therapy assistance through Delta society	Make a movie
Building a shed	Drawing/Computer animation	Make an Interactive video Game
Building a VW Bug	Drug affected infants/PICC center volunteer	Make blankets for cancer patients
Building a fishing pole	Drug enforcement agent	Making a duck call
Buying a used car	Eating and exercise	Making a fishing rod by hand
Canada vs. USA drug cost	English as a second language Asia	Making a kimono
Car repair	Enter body building contest	Manufactured carbon-fiber fins (Jet-Ski)
Caring for abused animal/animal rescue	Entrepreneurship	Marines
Children's literary, volunteer at Library reading to children	Fitness program and training	Martial Arts
Choreograph a pyrotechnic display using a software program	Fix steering and suspension of a vehicle	Martial Arts
Class on scuba diving	Forensic Dentistry	Math Technology
Classic car restoration/rebuild		Military training
Clothing Design		Modeling Portfolio
Coach a little league team		Modifying car engine
Coaching a kids basketball team		

<p>Coaching basketball to kids Coaching Youth Basketball Coaching Youth Hockey Team Coaching: Special Olympics Community Building at AHS Community cultural fair Composing a piece of music Concert business- Job shadow Concert Fundraiser for "Nativity House"</p>	<p>Forensic Science- Finger Printing Clinic Fund raiser- breast cancer Getting emergency response equipment in SSD Give piano lessons Growing shitake mushrooms Guitar Lessons/ playing at a senior center Helping in a disabled classroom Holding a senior prom for a nursing home Homeless volunteer</p>	<p>Mural based on cubist collage Music Lessons Natural childbirth classes Observing and participating in Buddhism Officiating wrestling & certification Organize fundraisers for an orphanage Organize Pow Wow Organize volunteer activities w/youth group</p>
<p>Organizing a poverty fund drive Organizing a three on three baseball tournament for Parks & Rec. Dept. Owning your own business Paint and repair a car/ truck Painting Personal Exercise Program Photography Physical Conditioning Piano Lessons Plan a Fun Run Play Guitar Poetry Web Site Prepare a car for painting Pre-production work for shooting a film Producing a music CD Promote vegetarianism Psychology experiment: relaxation & art Put on a Benefit Concert Putting on a fundraiser for a child with cerebral palsy Qualify for Search & Rescue Team Raise money for children in India Rebuild a car engine Rebuilding a dirt bike Rebuilding a Jeep Rebuilding a car/ truck engine Recording a CD Redecorate a basement Redesign downstairs in a home Redesigning a room Remodeling a kitchen Removing Graffiti Re-painting a car Repairing a Mountain Bike Trail Reupholstering a Van Rhythm and Melody: Medicine of the Mind Run a Baseball Camp for elementary kids Run a Baseball Camp Run clothing drive for Women's Shelter</p>	<p>Special Needs Children and Therapy Sport Evolution/building a wake board Start a Random Acts of Kindness Club Starting a Power washing business Starting and running an advertising business Survey Pilot Simulator Training Course Swapping the motor on a Honda Civic Take a floral design class Take Cooking Class Take Investing Class & create stock portfolio Take Police Explorers Program Taking a Beginning Photography Class Taking a Criminology Class/ Police Ride-A-Long Taking a Martial Arts Class Taking a Yoga Class Taking Community Law Enforcement Class Taking Guitar Class Taking Photography Class/ photographs Taking Real Estate Certification Course Taking Voice Lessons Teach A.S.L. Teach English to Spanish students Teach French to 1st & 6th grade students Teach Japanese to students Teach Violence Prevention to children Teaching a dance class and putting on a benefit dance Teaching a Computer Programming Class Teaching Business Basics Classes to elementary students Teaching an Elementary classroom Teaching English in Ecuador Teaching Golf Lessons to a beginner/brochure Teaching Guitar Lessons Teaching Music Lessons Teaching Sunday School Teaching Voice Lessons & Performance</p>	<p>Training Canines for the disabled Training for and working at a crisis hotline Tutoring in an elementary school Tutoring a Math student Understanding Sound Therapy Upgrading engine performance in a car Using a pattern and making a skirt/outfit Volunteer help in Gay/Straight Association activities Underwater Match-Striking Volunteer at a Home Care Facility Volunteer at a Homeless Shelter Volunteer at a Hospital Volunteer at a Nursing Home Volunteer at an Animal Shelter Volunteer at Good Sam w/ sick children Volunteer at Hospices in Africa Volunteer at Point Defiance Zoo Volunteer at Tracy Castle (Wedding Planner) Volunteer at Vet Hospital Volunteer at Hospital Children's Recovery Unit Volunteer at Special Olympics Volunteer with disadvantaged children Volunteer with Foster Care Program Volunteer with local Food Banks Volunteering at Pediatric Medical Clinic Volunteering at a Community Home for Disabled Adults Welding a trailer Women's Shelter Work with a professional Photographer Work with Homeless People Working with an Aid Out Reach</p>

<p>Running a Marathon SADS Syndrome- Weather & Depression Scrap booking Setting a Spelling Bee for Elementary Sewing a quilt Sewing a traditional Indian dress Showing pigs at NWJLS Sleep Deprivation & Effects Study</p>	<p>The differences between Dental Hygienist & Dental Assistant The importance of Color in Life and Design Traditional Cancer Treatments – Job shadowing nurse practice Train for and run a ½ mile marathon Train puppy to be a Therapy Dog Training and diet creation and implementation</p>	<p>Program Working at a Group Home Working at Food Bank/ Dinners Working at World Vision with a focus on AIDS Working in a Mental Health System Working out to improve body image Working out with a personal trainer Working with Breast Cancer Patients Working with the hearing impaired Working/ Volunteering with local Beauty Pageants Writing a controversial children’s book Writing and self publishing a book of Poetry Writing a children’s book on cancer Writing children’s book Writing for Music Website</p>
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Attachment 5

Oral Presentation Rubric

Directions: For your presentation, you will be evaluated on the following rubric. A score of four is highest and a score of zero is lowest.

An "A" presentation will do all or most of the following well:

- ◆ Presentation begins effectively and captures the audience's attention

0 1 2 3 4 =

- ◆ Presenter rarely looks at notes and makes good eye contact with the audience

0 1 2 3 4 =

- ◆ Presenter maintains good volume and clearly articulates (does not slur or mumble) her or his words and modulates her or his voice (no monotone)

0 1 2 3 4 =

- ◆ Presentation is well-organized, and the presenter uses visual signposts for the major points and sub-points, and denotes at least three major things learned about the topic

0 1 2 3 4 =

- ◆ Presenter uses smooth transitions from one point to the next so listeners can easily follow along and avoids verbal ticks

0 1 2 3 4 =

- ◆ Presenter's visuals included relevant pictures, text, and titles

0 1 2 3 4 =

- ◆ Effective research and development of search question is evident throughout the presentation

0 1 2 3 4 =

- ◆ Presentation is interesting and engaging to the audience

0 1 2 3 4 =

- ◆ Presentation is three to five minutes long, clearly demonstrates the speaker's authority on the topic, and concludes effectively

0 1 2 3 4 =

- ◆ Presenter was able to intelligently answer questions from the audience regarding the topic based on the research conducted during the I-Search essay

0 1 2 3 4 =



Total =

APPENDIX 1: HOW TO GUIDE - GOOGLE DRIVE

How To Guide Google Drive

Getting Started

by A. Kavanagh



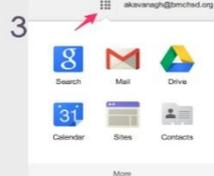
1
ALWAYS USE CHROME



2
Access YOUR Google -Bellmore-Merrick Homepage - -Google.com
*make sure to add the @bmchsd.org on Google

OR

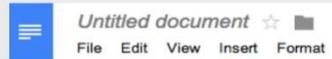
+You Gmail Images Sign In



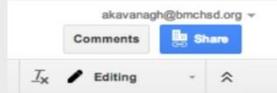
3
Click the files next to your username at the top righthand corner of the screen to access Google Apps such as Google Drive.



4
Drive Basics
Create New:
Document
Presentation
Spreadsheet
Form
Drawing



5
Title Your Document
Simply click where it says untitled document and type in the name of the assignment.
*do not randomly title your documents-it makes it hard to find them!



6
Sharing is Caring
Click the blue share button to choose the best sharing option for your document.



7
Choosing the Right Sharing Option
The default setting that automatically comes up is "People at BMCHSD who have the link can view."



8
Recommended Share Settings
Change settings to: Anyone with the link can EDIT. This will allow others to view/comment/edit.



9
Turn in work online!
Use the share link to turn in work and assignments on Edmodo or send in an email.

brought to you by:
it@calhoun



APPENDIX 2: HOW TO GOOGLE - GETTING TO KNOW GOOGLE DRIVE:

HOW TO GOOGLE

Getting to Know Google Drive

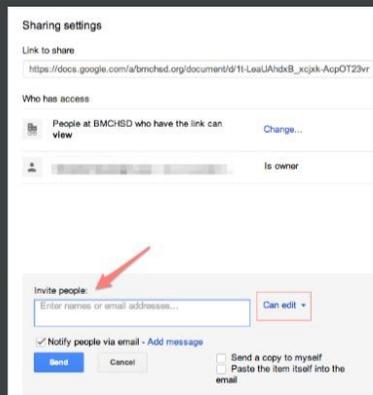
Google has many useful features including the ability to collaborate with peers, add comments, use suggested editing and review feedback.

by A. Kavanagh

Edit, Comment & Collaborate in Real Time

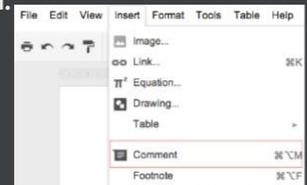
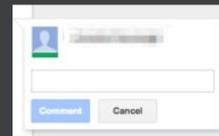
To work collaboratively on a document with another student:

1. Click Share
2. In the "Invite People" section type in their name.
3. Choose either "Can Edit" or "Can Comment"
4. You can work on a doc or presentation at the same time from anywhere and watch each other work!

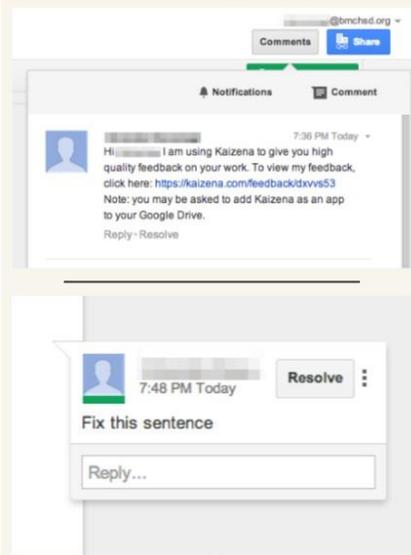


To Add Comments to A Shared Document:

1. Choose the part of the sentence/doc that you want to comment on a click that area.
2. Click Insert, Comment and a comment bubble will pop up.
3. Enter your comment and be sure to click the blue comment button.



If you are having trouble with editing/commenting, make sure that you are using the Chrome Browser!



To Review Peer or Teacher Feedback

When writing an essay or working on a presentation, your first draft is just that, a draft. Take the time to use the comments left by peers and teachers to improve your work.

Notifications

You can choose to receive email notifications when comments are made or if someone replies to any comments.



Mark As Resolved

Once you have read and edited your work based on a specific comment, mark it as resolved.

Voice Comments

If your teacher is leaving voice comments, click the comments box and a link will appear that will lead you to these comments.