

Lesson 4: Prepare for Research (2 45-60 minute blocks)	
Objectives	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Generate open-ended questions about their topic to prioritize their research. • Read and synthesize information on credible sources in order to create a list of characteristics of a credible source. • Identify strong evidence to support a claim in order to discuss what type of evidence audiences will find the most persuasive.
Materials	<p>One World Journal, pg. 19-21, 43-44, 46 Chart paper or board and markers Projector or SMART board</p>
Central Questions	<ul style="list-style-type: none"> • What do I already know about my topic? • What questions do I want to answer about my topic? • How do I know a source is credible? • How can I find credible sources? • How do I choose the best evidence to support my claim?
Do Now	<p><u>Block 1</u></p> <ol style="list-style-type: none"> 1. Direct students to reflect and write on scrap paper for 8-10 minutes on this prompt: <i>Where do get your news from? Do you trust these sources? Why or why not?</i> 2. Direct students to stand up and find a partner. Tell students that they will each have 1 minute to share their answer with their partner. Set a timer for one minute and direct the first person to speak. Switch and repeat. 3. Lead a whole class discussion. <p><u>Block 2</u></p> <ol style="list-style-type: none"> 1. Direct students to “Presentation Breakdown,” OWJ, pg. 43. Tell students to review the topic they chose and their personal connection. 2. Tell students to prepare a 45-second pitch by answering questions for “Pitch #2,” OWJ, pg. 44. 3. Review “The 5 Ps of Presentation,” OWJ, pg. 43. 4. Place students in small groups and set a timer for 45 seconds. Students take turns making their pitch and providing feedback using “Presentation Peer Review,” OWJ, pg. 46. <p>If time allows, have volunteers present to the whole class and provide additional feedback.</p>
Lesson	<p>Exercise 1: Asking Questions</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Tell students that all research begins with questions, so they will prepare for research by generating questions about their topic that they want to answer. 2. Project the examples of Closed Questions and Open Questions, OWJ, pg. 19. Give students time to review the examples and then lead a discussion on the

differences. Explain that open questions do not have simple answers and lead to more interesting research.

3. Explain that students will have time to think about what they already know about their topic and what they want to learn. Set a timer for 5-7 minutes and let students brainstorm a list of questions about their topic. Circulate and support as needed.
4. Direct students to review their questions with a partner. If they have written any closed questions, challenge them to re-write the question to be open-ended.
5. Explain that questions need to be prioritized, so that they spend their research time finding the most important information about their topic. Direct students to circle or highlight four or five questions they want to prioritize.

Exercise 2: Identifying Credible Sources

Directions:

1. Place students in groups of three. Assign each student a role:
 - Discussion Director: Begins reading, guides discussion
 - Word Watcher: Tracks and defines unknown words
 - Question Tracker: Records any questions the group has
2. Select a group to model with the first paragraph. Direct students to read and annotate “Identifying Credible Sources,” OWJ, pg. 20.
3. Request that the Discussion Director guide their group in creating a checklist of the characteristics of a credible source. Circulate and provide support.
4. Post a sheet of chart paper. Call on each group to share one characteristic. Use the student suggestions to create an anchor chart students can refer to while researching.

Assessment: “Characteristics of a Credible Source” checklist, OWJ, pg. 20; Practice Activity.

Exercise 3: Selecting Evidence

Directions:

1. **Prior to lesson:** Determine how your students will conduct their research based on access to technology. Will students be able to research independently on laptops or phones? Or will you need to print articles in advance?
2. Explain that once students find a credible source, they need to select the best evidence from the source to support their claim.
3. Project examples of each type of evidence and ask students to identify each type:
 - *The federal minimum wage has been \$7.25 since 2009 (U.S Department of Labor).* (Answer: fact)

	<ul style="list-style-type: none"> • <i>According to a 2014 Congressional Budget Office report, increasing the minimum wage to \$9 would lift 300,000 people out of poverty, and an increase to \$10.10 would lift 900,000 people out of poverty. (data/statistic)</i> • <i>Yasmin Fernandez wants a higher minimum wage because it would offer “a little more money for me, maybe to go to a concert or do something fun once in a while” (Thompson and Pritchard). (quote)</i> <ol style="list-style-type: none"> 4. Explain that the class is going to practice with an example before beginning their independent research. 5. Place students in small groups and direct students to “Selecting Evidence,” OWJ, pg. 21. 6. Read the claim and direct groups to review the four evidence options. Ask students to select the evidence they think best supports the claim and to respond to the discussion questions. 7. When groups are done, go around the room and have students share the evidence they selected and why they selected it. Record responses on the board or chart paper. Lead class in discussion to explain their reasoning. Explain that this process will help them develop the warrants for their evidence. <p>Assessment: “Selecting Evidence,” OWJ, pg. 21.</p>
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Differentiation	
Extend	<ul style="list-style-type: none"> • Select students to present their prioritized questions and explain their thought process to the class.
Language Development	<ul style="list-style-type: none"> • Provide a list of open-ended question stems. • Provide an annotated example of a credible source for students to reference. • Provide a variety of credible sources that relate to students’ topics.

Lesson Reflection	
What worked well	What to change for next time