**Lesson:** Big 6 Research Unit **Created By:** Mrs. L. Johnson, *Librarian*

|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** | **Day 6** |
| --- | --- | --- | --- | --- | --- | --- |
| **LEARNING TARGET** | * Students will be able to define the information problem presented by the assignment they have been given.
* Students will be able to select a topic this is the appropriate scope.
* Students will be able to identify information needed in order to solve the information problem.
 | * Students will be able to determine the range of possible sources.
* Students will be able to evaluate the possible sources and determine which will best fit their needs for the information problem.
 | * Students will be able to locate sources using the library online public access catalog (OPAC), electronic databases, and other internet resources.
 | * Students will be able to extract relevant information from a source.
 | * Students will be able to organize information they have gathered from multiple sources.
* Students will create an outline and a product that meet the criteria of the assignment.
 | * Students will be able to evaluate the effectiveness of their product, of their research, and the efficiency and effectiveness of their use of the problem-solving process.
 |
| **STATE STANDARD(s)** | * 9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
 | * 9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
 | * 9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
* 9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
 | * 9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
* **9-10.W.RBPK.8** Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
* **9-10.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
* **9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
 | * 9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
* **9-10.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
* **9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
* **9-10.W.PDW.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
 | * 9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
* **9-10.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
 |
| **GUIDING QUESTION** | * How do I select a topic for research (if not assigned)?
* How do I determine what I need to know for my topic?
 | * How can I locate sources?
* How do I determine the best sources to use?
* How do I evaluate sources?
 | * How do I determine what information to use from sources?
 | * What type of information did I locate?
* Does the information from sources answer the research question?
* How do I take notes?
 | * How do I synthesize the information I have found?
* How do I create an outline?
* How do I present my research findings to my audience?
* How do I cite sources?
 | * How do I evaluate my work?
* How can the assignment rubric be used to complete a self-score?
 |
| **DO NOW** | Students will brainstorm for possible topics using the topic chooser handout and/or the bubble map graphic organizer | Students will complete a journaling activity. Students will discuss the following prompts:* What are the major points in defining the task and getting started on a research project or answering an information problem?
* Why is the first step called “task definition?” Why is this step so important?
 | Students will review their information problem and the assignment criteria. Students will create a list of questions that need to be answered to solve their information problem. | Students will be provided an article on a sample information problem. Students will respond to the following questions:* With our research question/topic in mind, what information is important in the text? Why?
 | Students will write a journal response to the following metaphor:* Research is a jigsaw puzzle.
 | Students will review the steps to the Big 6 that they have completed. |
| **STRATEGIES** | * Modeling
* Think Alouds
* Use of technology
* Questioning
* Whole group
* Small group
 | * Journaling
* Modeling
* Think Alouds
* Use of technology
* Questioning
* Whole group
 | * Modeling
* Think Alouds
* Use of technology
* Questioning
 | * Journaling
* Modeling
* Think Alouds
* Use of technology
* Questioning
 | * Journaling
* Modeling
* Think Alouds
* Use of technology
* Questioning
 | * Journaling
* Modeling
* Think Alouds
* Use of technology
* Questioning
 |
| **GUIDED PRACTICE** | * LIS will model brainstorming for a topic using think alouds and topic chooser handout
* LIS will model verifying topic meets assignment criteria.
* LIS and students will review assignment criteria and complete verification process using a topic generated by LIS
* LIS will model brainstorming for keywords and resources
* In small groups, students will confer with peers about finalized sample topics.
 | * LIS will review source types that are available using SmartBoard
* Discuss copyright dates and how copyright dates might affect the source’s value
* Discuss internet sites and reliability of the source
* Students will use a pathfinder to familiarize themselves with different resources.
* Students will complete a Venn diagram and contrasting the different source types
 | * LIS will demonstrate how to use OPAC to locate materials within the library
* LIS will model using internet resources (databases)
* Using sample information problem, students will practice using library resources and internet resources to locate sources.
 | * LIS will model reading with a purpose by reviewing the information problem and questions generated from the previous lesson to decide what information is important.
* Using Cornell notes sheet, LIS will model taking notes from sources and notating bibliographic information from sources
* Students will review the article provided for the Do Now and complete Cornell note entries
 | * LIS will review Big 6 steps 1-4 and display products from each step
* LIS will model organizing information obtained from sources into main topics and subtopics using think alouds
* LIS will use a basic outline template to organize information
* LIS will demonstrate how outline can be used to write an essay or create a multimedia presentation.
* Students will practice creating an outline.
* Students will choose an appropriate product to present research.
 | * LIS will review assignment criteria and grading rubric.
* LIS will model evaluating her/his product and research process using rubrics.
* LIS will justify rating with evidence
* Working with a partner, students will use the rubrics to evaluate sample products or each other’s products.
 |
| **INDEPENDENT PRACTICE** | * Students will choose final topics for research.
* Students will generate questions to guide their research.
* Students will use graphic organizer to develop keywords to use when searching for sources
* Students will create a list of possible resources
 | * Students work independently to evaluate different sources for a sample information problem chosen by the LIS
* Students will complete step 2 on their Big 6 assignment organizer
 | * Students will complete step 3 on their Big 6 assignment organizer
* Students will locate sources for their own information problem
 | * Students will take notes from their sources for their information problem
* Students will review step 4 on their Big 6 assignment organizer
 | * Students will complete step 5 on their Big 6 assignment organizer
* Students will organize notes and create an outline
* Students will begin work on their product
 | * Students will evaluate their own research process and products
* Students will justify their scores using evidence
* Students will complete step 6 on the Big 6 assignment organizer
 |
| **ASSESSMENT** | * Questions and answer
* Discussion
* Topic chooser handout
* Big 6 assignment organizer
 | * Questions and answer
* Discussion
* Source evaluation
* Big 6 assignment organizer
 | * Questions and answer
* Locating sources activity
* Big 6 assignment organizer
 | * Questions and answer
* Discussion
* Cornell notes
* Big 6 assignment organizer
 | * Questions and answer
* Discussion
* Big 6 assignment organizer
* Outlines
* Products
 | * Questions and answer
* Discussion
* Big 6 assignment organizer
* Grading rubrics
 |
| **CLOSURE** | Whole-class share:* How do you tell if a topic is “just right”?
* How are you going to decide what subtopics to cover?
* What kinds of information do you need to solve the information problem?
 | 3-2-1 exit ticket using the lesson | Exit pass:Students will use emoji’s to express how they feel about their work and their understanding of concepts covered in class. | Fishbowl:Students will write one questions they have about the lesson/unit. | Three W’s:Students will discuss and/or write about * what they learned today
* the relevancy, importance, and usefulness
* how the relevancy/importance/usefulness relates to what we are learning, how it affects our thinking, and if we can predict where we are going
 | Reflective journal:Students will write about ways to improve the product and their performance in future information problem-solving assignments. |
| **HOMEWORK** | Students will add additional ideas to step 1 of their Big 6 assignment organizer | Students will add additional ideas to step 2 of their Big 6 assignment organizer | * Students will complete step 3 of their Big 6 assignment organizer
* Students will locate additional sources
 | Students will complete the notetaking process and complete bibliographic entries | Students will complete their products | Students will make final improvements/corrections on their products |
| **RESOURCES AND MATERIALS** | * SmartBoard
* LCD projector
* Document Camera
* Topic chooser handout
* Pre-generated topic list
* Big 6 assignment organizer
 | * SmartBoard
* LCD projector
* Evaluating sources reference sheet
* Pathfinder and sample information problem
* Big 6 assignment organizer
* Computers
 | * SmartBoard
* LCD projector
* OPAC
* Database access
* Computers
* Big 6 assignment organizer
 | * SmartBoard
* LCD Projector
* Document camera
* Article for sample information problem
* Cornell note template
* Big 6 assignment organizer
 | * SmartBoard
* LCD projector
* Document camera
* Sources
* Outline template
* Big 6 assignment organizer
 | * SmartBoard
* LCD projector
* Document camera
* Grading rubrics
* Big 6 assignment organizer
 |