*Conducting Preliminary Research*

Lesson Plan

Teacher: \_\_\_Mrs. L. Johnson, Librarian\_\_\_\_\_\_ Lesson Date: \_\_TBD \_\_\_\_\_\_\_\_\_\_\_\_

Class: \_\_\_\_\_ TBD\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Title: \_Preliminary Research Plan\_

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|  | **Day 1** | **Day 2** |
| **Tennessee Standards (English):** | * **11-12.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. * **11-12.W.RBPK.8** Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. * **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. | * **11-12.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. * **11-12.W.RBPK.8** Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. * **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. |
| **Lesson Objective(s):** | * I can broaden or narrow an inquiry * I can conduct research drawing on multiple sources * I can assess relevance and usefulness of information * I can refocus an inquiry and generate additional questions when appropriate | * I can broaden or narrow an inquiry * I can conduct research drawing on multiple sources * I can assess relevance and usefulness of information * I can refocus an inquiry and generate additional questions when appropriate |
| **INSTRUCTIONAL SEQUENCE** | | |
| **Get started/Drill/Do Now:** | Students will complete the anticipation/reaction guide on conducting research. | The librarian will provide students will a topic. Students will use question words to generate research questions from the given research topic. |
| **Engage/Motivation:** | Students will review the scope and requirements of the research project/paper.  Students will choose a research topic and narrow the research topic using a bubble map graphic organizer.  Using a model bubble map, students will assist the librarian in exploring subtopics to focus on (that will meet assignment requirements). Students will use the *Opposing Viewpoints* database for assistance.  The librarian will model summarizing the intended research. | The librarian will begin the lesson by recapping the lesson from the previous day. The librarian will reiterate the purpose of preliminary research.  Students will discuss things they noticed as they began their preliminary research plan. |
| **Whole Group Instruction:** | With the scope of the project in mind, students will determine their target audience.  The librarian will provide an overview of the *Tennessee Electronic Library* (TEL). Students will use the databases *General Onefile, and General Reference Center Gold*. The librarian will complete excise demonstrating the use of Boolean operators in keyword and subject searches.  Students will generate a list of keywords and phrases to focus their research. | The librarian will discuss the importance of keeping track of useful sources when information is found. The librarian will give students an overview of MLA citation.  Librarian will review MLA Works Cited reference sheet.  The librarian will explain each component of a MLA works cited entry and the differences based on the medium.  The librarian will model creating Works Cited entries. |
| **Group Practice/Small Group Instruction:** | Students will use their bubble maps and their focused topic to develop keywords and phrases from their own research paper/project.  Students will pair/share to evaluate to evaluate the summaries and keyword list. Students will offer their partners feedback and suggestions. | Working in pairs, students will be given sample sources. Students will create works cited entries using a MLA reference sheet and Citation Machine |
| **Independent Practice**: | Students will finalize their research topic ideas and keywords and phrases list for the TEL database search.  *If students have limited topic map or ideas on topic, they should generate questions for additional information.*  Students will utilize search functions in TEL databases to locate information on their chosen topics. | Students will use TEL databases to locate three sources that they will be able to use for their topic. Students will record relevant notes and create works cited entries.  Students will finalize their statements of purpose for the research paper/project. |
| **Evaluate Understanding/**  **Assessment:** | The librarian will question students during every phase of the lesson to assess student understanding of concepts and ideas.  The librarian will assess student understanding by monitoring the completion of lesson handouts and activities.  Students will complete test yourself activity on Boolean operators. | The librarian will question students during every phase of the lesson to assess student understanding of concepts and ideas.  The librarian will assess student understanding by monitoring the completion of lesson handouts and activities. |
| **Closing Activities/**  **Summary:** | Students will complete minute paper answering the following questions:   1. What was the most important thing I learned during this class? 2. What important question remains unanswered?   Students will write their responses on index cards or half-sheets of scrap paper and hand them in. | Students will participate in whole class share. Students will share what they learned and what they may still have questions/concerns about. |
| **Enrichment/Extension/**  **Re-teaching/**  **Accommodations:** | Boolean Operators reference sheet | MLA Works Cited reference sheet |
| **Resources/Instructional Materials Needed:** | * PowerPoint presentation * Bubble map graphic organizer * Preliminary Research Plan handouts * Boolean Operators reference sheet * Boolean operator quiz * Cornell notes graphic organizer | * PowerPoint presentation * Preliminary Research Plan handouts * MLA Works Cited reference sheet * Sample sources |