

TEACHING THE RESEARCH PROCESS

December 8, 2015

Katie Anderson

Several thin, white, parallel lines of varying lengths and slopes are positioned on the right side of the slide, extending from the top right towards the bottom left.

- ▶ Sign-in and sign-out
- ▶ Leave forms
- ▶ Bathrooms
- ▶ Lunch break

ADMINISTRIVIA

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Please take a minute to think about an answer to these questions:

- ▶ What topic, idea, person, or place would you like to know more about? Why?
- ▶ What three steps would you take to conduct research to learn more?

INTRODUCTIONS

- ▶ Disciplinary Research and the CCSS/NVACS
- ▶ Why Research?
- ▶ Choosing a Topic
- ▶ Formulating a good research question
 - ▶ Informational or Argumentative Research
- ▶ Evaluating Research Questions and Providing Feedback
- ▶ Sources: Credibility, How many, what type
- ▶ Note Taking: Source Card, Information Cards, Electronic Storage
- ▶ Compiling Research: From Question to Thesis or Argumentative Claim
- ▶ Annotated Bibliography
- ▶ Research Projects- student applications of research

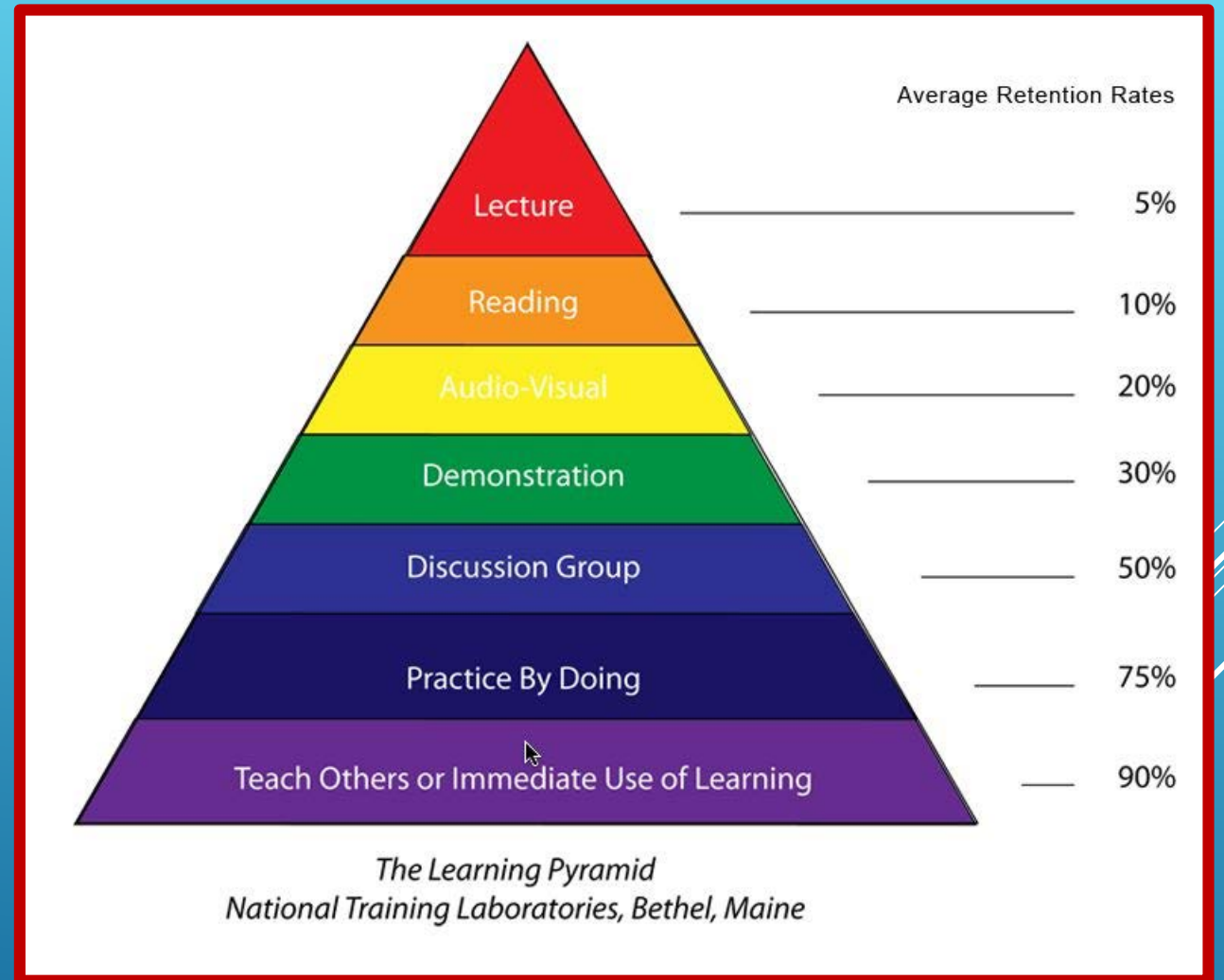
TODAY'S WORK

Teaching the Research Process Note Taker

Component	Criteria For Success	Teaching Tips/ Ideas	When can I apply this?
Choosing a Topic			
Formulating a good research question			
Providing Feedback to students			
Topic Research			
Sources			
Note Taking			
Compiling and Presenting Research			

- ▶ A constructivist approach to student learning must begin with a constructivist approach to teacher learning.
- ▶ "We had to do it ourselves to see what it could be."

LEARNING BY DOING

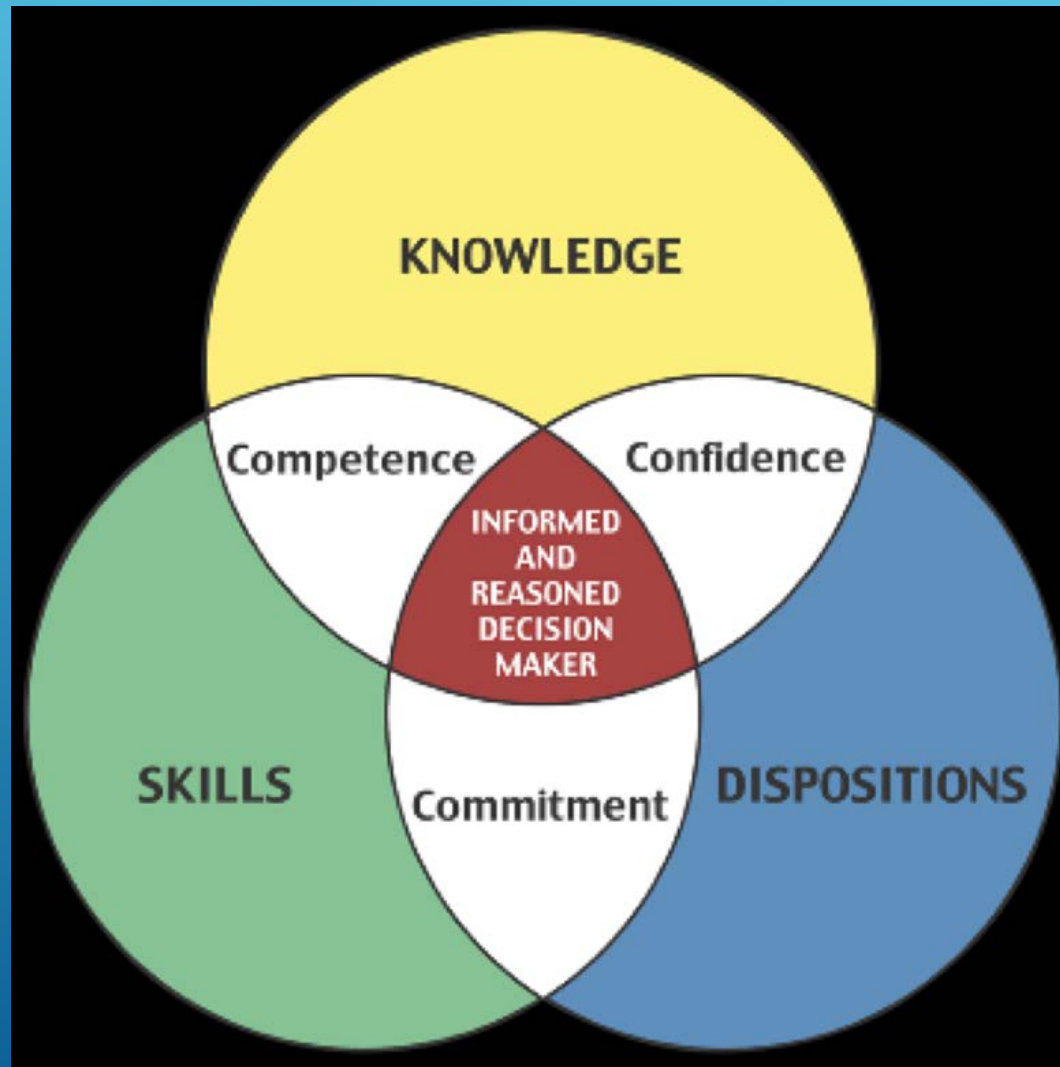


Authentic Student Research:

- Fulfills the purposes of education
- Meets requirements of the NVACS
- Addresses 21st Century Learning Competencies
- Naturally engages students in process of historical thinking



PURPOSES OF EDUCATION

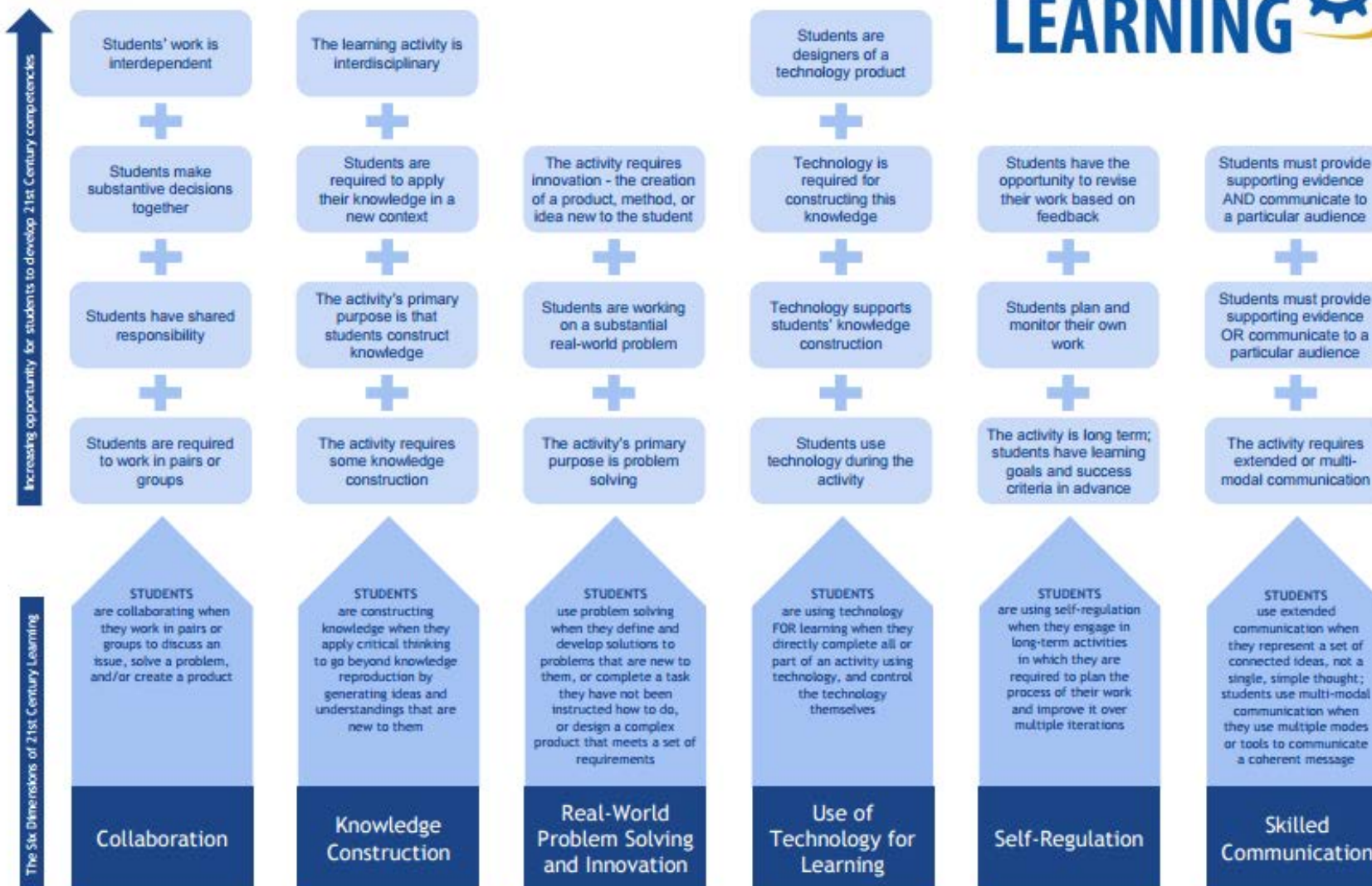




Washoe County
School District

21st Century Competencies

A Guide to Planning Instruction for 21st Century Learners



STUDENT RESEARCH AND THE NVACS:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection and research.

Anchor Standards 7-9: Research to Build and Present Knowledge				
Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and provided basic bibliographic information for sources	7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarisms and following a standard format for citation.	8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarisms and following a standard format for citation.	9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarisms and following a standard format for citation.	11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarisms and over-reliance on any one source and following a standard format for citation.
6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.9.b: Apply grade 6 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.")	7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 7.9.b: Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.")	8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 8.9.b: Apply grade 8 Reading standards to literary nonfiction (e.g. "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 9-10.9.b: Apply grade 9-10 Reading standards to literary nonfiction (e.g. "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 11-12.9.b: Apply grade 11-12 Reading standards to literary nonfiction (e.g. "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]")

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> Identify the author's position on the historical event Identify and evaluate the author's purpose in producing the document Hypothesize what the author will say before reading the document Evaluate the source's trustworthiness by considering genre, audience, and purpose 	<ul style="list-style-type: none"> The author probably believes . . . I think the audience is . . . Based on the source information, I think the author might . . . I do/don't trust this document because . . .
Contextualization	<ul style="list-style-type: none"> When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content? 	<ul style="list-style-type: none"> Understand how context/background information influences the content of the document Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> Based on the background information, I understand this document differently because . . . The author might have been influenced by _____ (historical context) . . . This document might not give me the whole picture because . . .
Corroboration	<ul style="list-style-type: none"> What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable? 	<ul style="list-style-type: none"> Establish what is probable by comparing documents to each other Recognize disparities between accounts 	<ul style="list-style-type: none"> The author agrees/disagrees with . . . These documents all agree/disagree about . . . Another document to consider might be . . .
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? 	<ul style="list-style-type: none"> Identify the author's claims about an event Evaluate the evidence and reasoning the author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> I think the author chose these words in order to . . . The author is trying to convince me . . . The author claims . . . The evidence used to support the author's claims is . . .

Conducting
Historical
Research
maximizes
students'
practice using
Historical
Thinking
Skills

RESEARCH IS INQUIRY: DEVELOPING TOPICS AND FORMULATING GOOD RESEARCH QUESTION

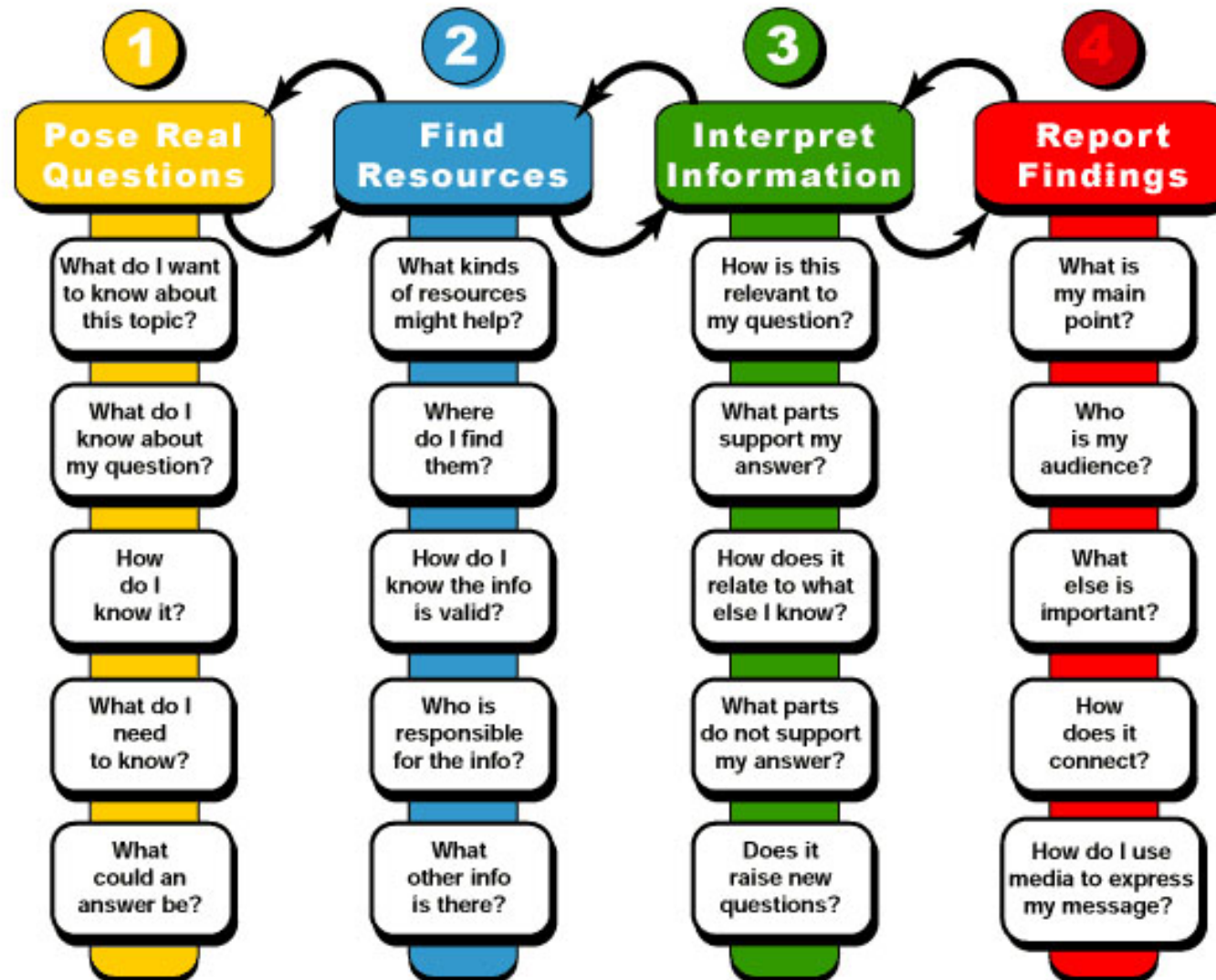
Teaching students to refine, narrow and limit their own ideas.



- ▶ The “meaning of knowing” has shifted from being able to remember and repeat information to being able to find and use it (National Research Council, 2007)
- ▶ The power of an inquiry-based approach to teaching and learning is its potential to increase intellectual engagement and foster deep understanding through the development of hands-on, minds-on and research-based disposition towards teaching and learning. Inquiry honors the complex, interconnected nature of knowledge construction, striving to provide opportunities for students to build, test and reflect on their learning (Neil Stephenson).
- ▶ Conducting and writing a research paper is the best way to engage students in sophisticated historical reasoning and prepare them for the academic world beyond middle and high school (www.teachinghistory.org) .

WHY TEACH THE RESEARCH PROCESS?

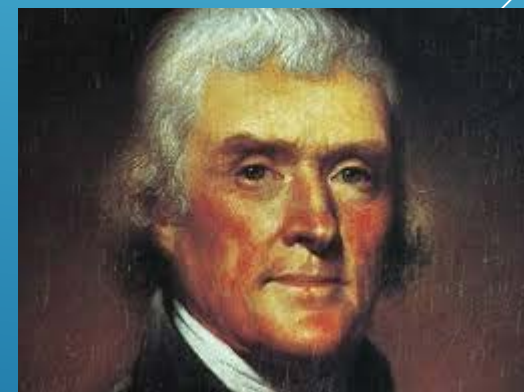
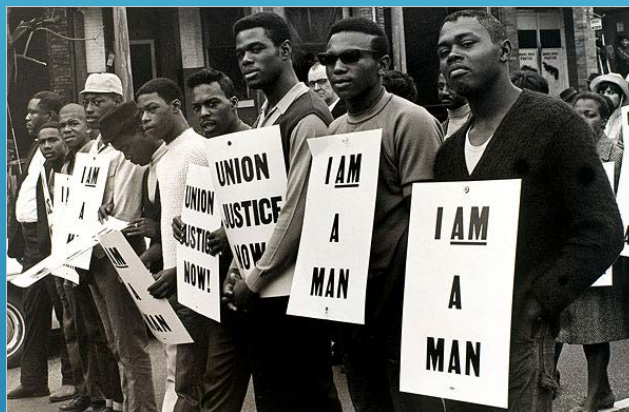
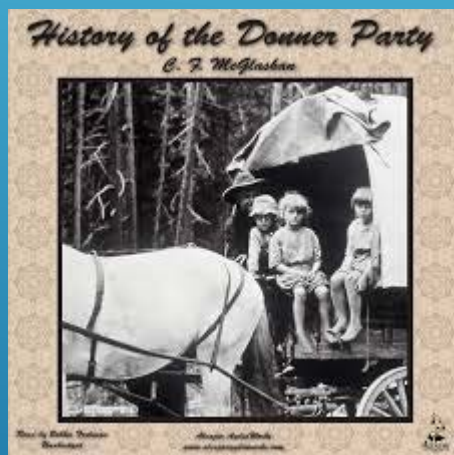
The Inquiry Process



Step #1: Choosing a Topic

- ▶ Limited by a particular unit of study
- ▶ Limited by an overarching theme/ shaped by an essential question
- ▶ Clear expectations for sources, length of task, types of presentations
- ▶ An end of year project that takes some aspect of the entire scope of study into consideration.
- ▶ Students who think beyond the parameters are simply granted permission to pursue something different if their interest is viable.

TEACHER PROVIDES PARAMETERS FOR RESEARCH TOPICS



TODAY'S RESEARCH TOPICS

► Research Topic Choices For Today:

1. Slavery
2. Freedom
3. Thomas Jefferson
4. Civil Rights
5. The Donner Party
6. The Holocaust

WRITING A RESEARCH QUESTION

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Choosing a Research Topic

- Choose the research topic you are interested in and move into groups of up to three.
 - If more than three people are interested, someone needs to find another topic : (.
 - Move all of your belongings to a space where you can work together.
- Collect the corresponding books, folder, and iPads.
- Together, on the “*What I think I know*” side of the brainstorm handout, create a brainstorm of general information you know or think you know about your topic.

Teaching the Research Process Note Taker

Component	Criteria For Success	Teaching Tips/ Ideas	When can I apply this?
Choosing a Topic			
Formulating a good research question			
Providing Feedback to students			
Topic Research			
Sources			
Note Taking			
Compiling and Presenting Research			

Step #2:

Formulating a Good
Research Question

- ▶ Addresses something the student individually cares about or is interested in;
- ▶ Summarizes the issue that the student researcher will investigate;
- ▶ Assists in the construction of a logical argument or informational piece;
- ▶ Guides and centers student research;
- ▶ Is clear, focused, specific, sufficiently narrow;
- ▶ Requires the synthesis of multiple sources that are used to support a researcher's unique learning.

QUALITIES OF A GOOD RESEARCH QUESTION

ARGUMENTATIVE OR INFORMATIONAL RESEARCH?

What does the topic lend itself to best?



Informational Writing

- ▶ Informational Writing conveys information *accurately*. The writer's purpose is *to increase the reader's knowledge, to help the reader better understand* a procedure or process, or to increase the reader's comprehension of a concept. Informational writing begins with the assumption of truthfulness and answers questions of why or how. Writers draw information from what they already know and from primary and secondary sources. They must select and incorporate relevant examples, facts, and details.

Argumentative Writing

- ▶ Argumentative Writing takes a position on a given topic. The writer's purpose is to convince the reader of the validity of the argument being made. Argumentative writing begins with a claim asserting the writer's position and is supported evidence and sound reasoning that links the evidence back to the claim. The argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

DESCRIPTIVE INFORMATIVE THESIS VS ARGUMENTATIVE CLAIM IN SOCIAL STUDIES

Descriptive Informative Thesis

Informational Question

What are the 5 Pillars of Islam and what is their significance in the Islam?

Argumentative Claim:

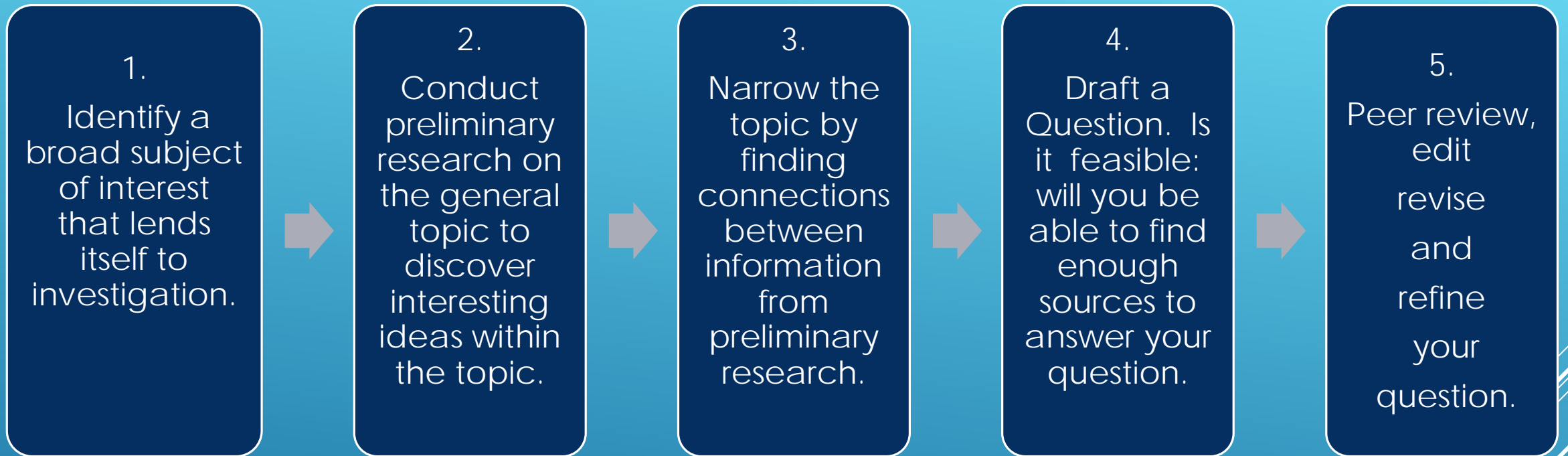
Argumentative Question

Which religion's worship requirements are more demanding for its followers; Islam, Christianity, or Judaism?

FORMULATING A RESEARCH QUESTION

Step by Step





DEVELOPING A GOOD RESEARCH QUESTION

American Urbanization

The Industrial Revolution: Inventions, technologies and entrepreneurs

Mass production of goods creates many new job opportunities and easy access to good and services

Improved Transportation roads, bridges, public transport

Rural populations migrate to cities~ especially African Americans after WWI

High poverty and crime rates

Rapid growth and poor planning led to inadequate infrastructure.

New technologies in construction- the use of steel to build taller, stronger structures.

Separation of groups by class and neighborhood

Nativism/ Anti- immigration

European immigration to the US- move to cities for work.

Cheap accommodation made available in Tenement apartments

Poor living conditions, sanitation, deadly epidemics affect neighborhoods

The Industrial
Revolution:

Mass production of
many
nities
s to
ces

Improved
Transportation roads,
bridges, public

Rural populations
migrate to cities.

Informational Question

Why did urbanization at the turn of the 20th Century spark a new wave of Nativism and anti-immigration policies in the United States?

Argumentative Question

During the influx of European immigrants in the early 20th century, which had a more negative impact on American society; the growth of Nativism as a political ideology or the increasing amount of people living in poverty in American cities?

Ame
ban

moda

the US- move to
cities for work.

made available in Tenement
apartments

spreaded in
neighborhoods

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Research Questions: Giving Kids Feedback

Read through the following research questions. Based on the criteria, put a star next to three that you would qualify as "good." Circle three that need to be revised. Make the revisions to improve the questions.

1. What were the major changes in the Civil Rights Movement after 1965?
2. What caused WWI?
3. How did the European system of alliances predetermine the outbreak of a world war in 1914?
4. How did the Progressive Era improve the lives of American citizens?
5. What mistakes did the Donner Party make?
6. How did the Black Panther Party shift the focus of African American equality?
7. What made JFK a controversial candidate for the American Presidency?
8. Why were people upset about the Civil Rights Movement?
9. Why did the Holocaust happen?
10. What were the key beliefs of the Democratic Republican Party?
11. Why did Reconstruction fail?
12. Why didn't Native Americans revolt against the policy of Indian Removal?
13. How did the Freedman's Bureau help African Americans after the Civil War?
14. Did Depression Era legislation hurt the United States?
15. What did Adolph Hitler believe about Jewish people?
16. Why did the idea of "the divine right of kings" last so long in Europe?
17. What were the battles of the Civil War?
18. How did women protest for the right to vote?
19. Why was slavery allowed in the American colonies?
20. Why wasn't slavery outlawed at the founding of the United States of America?

PROVIDING FEEDBACK TO STUDENTS

▶ Addresses

▶ Pres

▶

sted in.

Sharing Feedback:

Find someone not sitting at your table.

Share:

1. One question that met the criteria and explain why.
2. One question you revised. Explain what was wrong with it and what you did to improve it.
3. What is one thing you want to remember as you write your research question?

QUALITIES OF A RESEARCH QUESTION

Teaching the Research Process Note Taker

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Group Research and Writing the Research Question

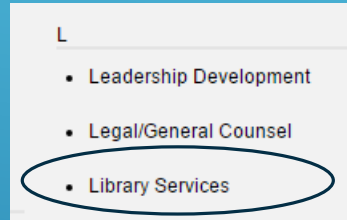
- iPad users , see next slide.
- Individually, take some time -10 minutes or so- to skim through one (maybe 2) of the provided texts to get a general sense of its layout and content. Pay attention to type of source, author, publication, table of contents, etc.
- As a group, complete a second brainstorm, "What I learned" about your topic from the sources you read.
- Find ideas and concepts that can be linked together (Step 3) .
- Together, construct a research question that meets the "research question criteria" (Step 4).

IPAD USERS NAVIGATE FROM DISTRICT WEBSITE TO ABC-CLIO TO SEARCH WITHIN YOUR TOPIC

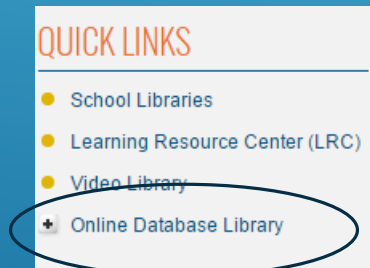
1.



2.



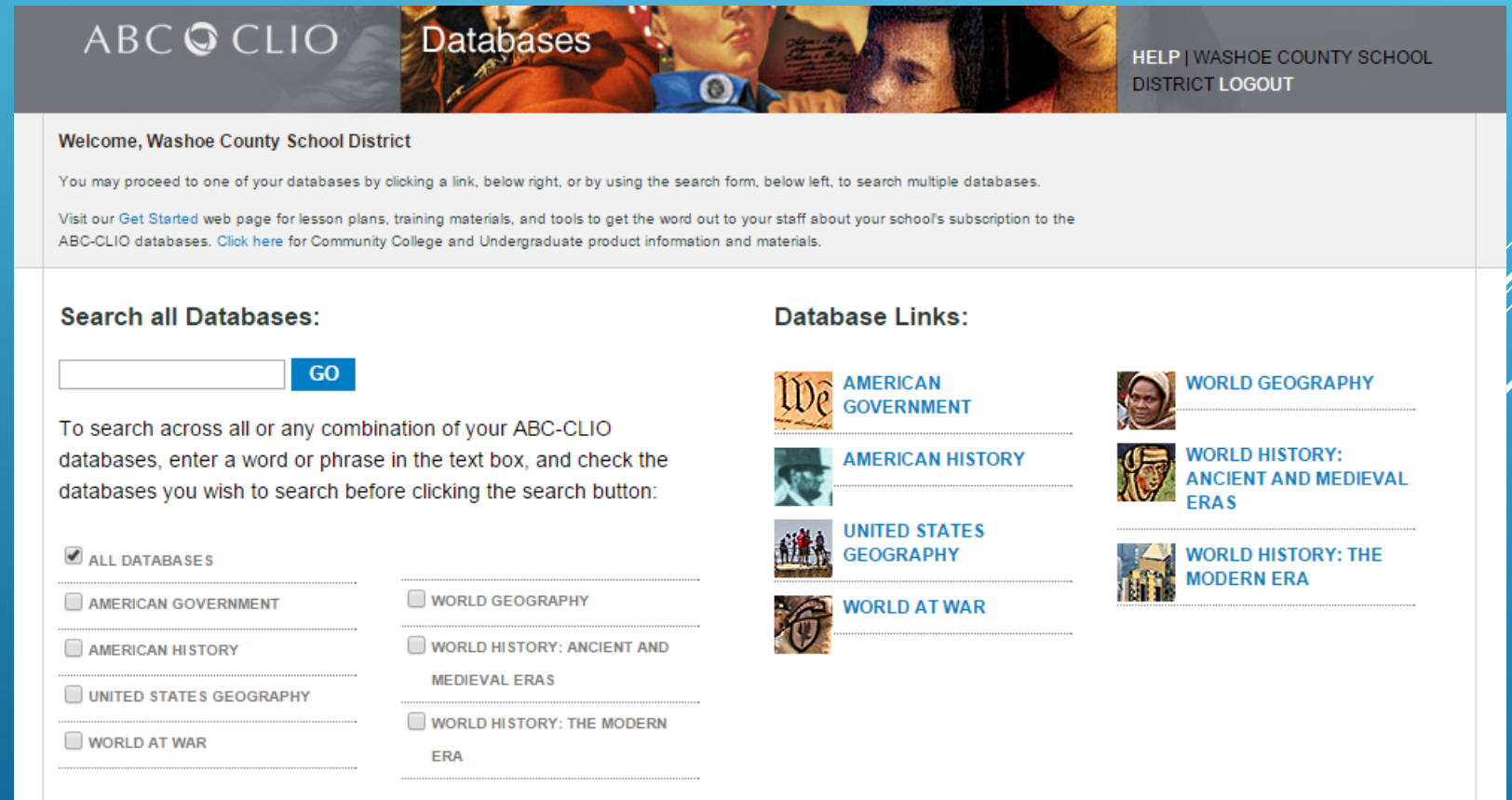
3.



4.



5.



- ▶ Addresses something the student individually cares about or is interested in.
- ▶ Presents itself clearly as an argumentative or informational research project.
- ▶ Summarizes the issue the student researcher will investigate.
- ▶ Assists in the construction of a logical argument or informational piece.
- ▶ Guides and centers student research.
- ▶ Is clear, focused, specific, sufficiently narrow.
- ▶ Requires the synthesis of multiple sources that are used to support a researcher's unique learning.

QUALITIES OF A GOOD RESEARCH QUESTION

(Step 5) Peer review: edit, revise, and, refine your question.

- ◆ Rotate your research question one group clockwise.
- ◆ Provide high quality, specific, feedback to the group whose paper you received using the Research Question Criteria.
- ◆ Pass questions back to original group
- ◆ Rewrite Question
- ◆ Reflect



REVISING THE QUESTION

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Take a break!

Step #3

Sources, Sources, Sources

SOURCES SOURCES SOURCES

Determining Credibility.

How Many and What Kind?

Effective Searching Strategies.

Most Credible

- ▶ Peer- reviewed journals
- ▶ Books and articles published by experts in the field.
 - ▶ expert means someone affiliated with a university or other official institution.
- ▶ Institutional sites and respected organizations
- ▶ Reputable news sources
- ▶ Internet domains ending in .edu, .gov, .org

Less Credible

- ▶ Blogs
- ▶ Web forums
- ▶ Individual pages
- ▶ Individual or business websites
- ▶ Organizations or news sources with a with a clear bias
- ▶ Materials published by an entity that may have an ulterior motive.
- ▶ Internet domains ending in .com, .biz, .net

TEACHING STUDENTS TO DISCRIMINATE FOR SOURCE CREDIBILITY

Source Evaluation Cheat Sheet

Examples of sources that are often the most credible:

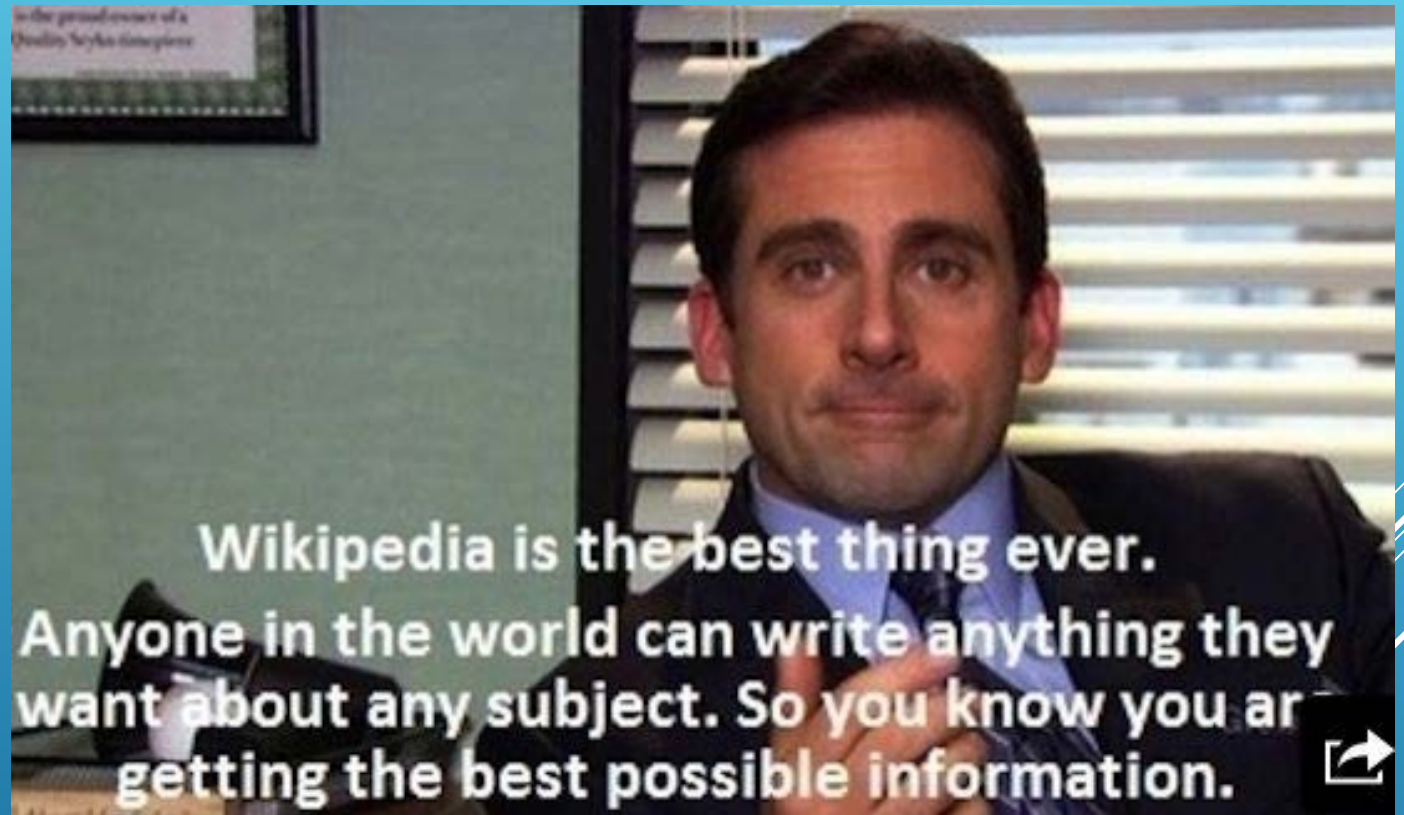
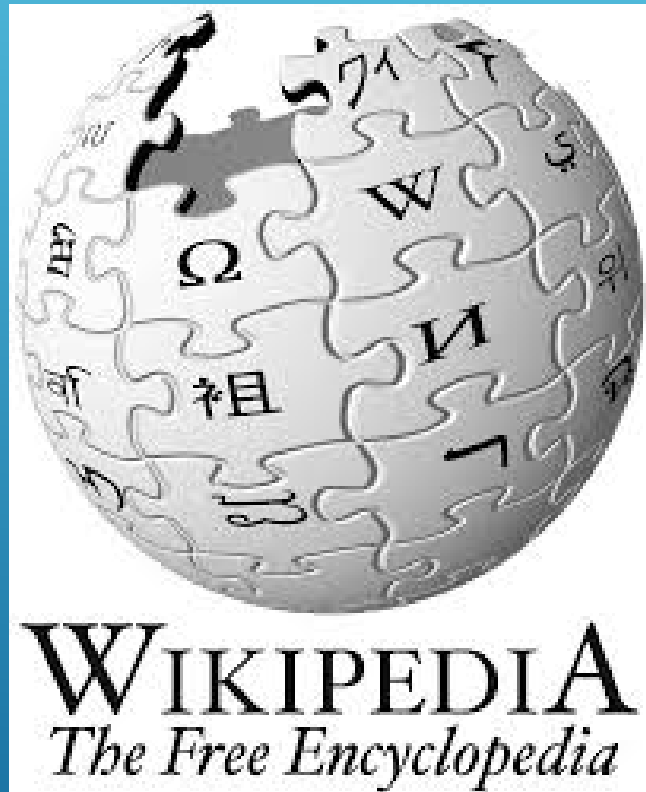
- Official government websites
- Institutional sites that represent universities, regulatory agencies, governing bodies, and respected organizations with specific expertise (e.g., the Mayo Clinic)
- Peer-reviewed journals
- Reputable news sources
- Websites ending in .edu, .gov, .org

Examples of sources that are often considered less credible:

- Blogs
- Web forums
- Individual or business websites
- Materials published by an entity that may have an ulterior motive
- Websites ending in .com, .net, .biz

<i>Factors to consider</i>	<i>Least reliable</i>	<i>Possibly reliable</i>	<i>Most reliable</i>
Type of source	Unfamiliar website	Published material	Official websites, institutional sites, academic journals
Author's background	Uncredited	Educated on topic	Expert in the field
Date published	None	Outdated	Recently revised
Depth of review	Controversial reviews	Good public response; general approval	Peer-reviewed by reliable sources
Sources cited	None	Credible sources	Citations referencing other well-cited works
Objectivity	Clearly biased	Sponsored source	Balanced, neutral

A WORD ABOUT



- ▶ At the bottom of all Wikipedia entries there
 - ▶ Notes referencing citations within in the Wikipedia entry.
 - ▶ References to scholarly books and journal articles
 - ▶ Bibliographies
 - ▶ External Links to official websites

EXPLICITLY TEACH STUDENTS TO USE UNACCEPTABLE
SOURCES AND METHODS IN AN ACCEPTABLE WAY.

Douglas Kellner (born 1943)

In "Analysis of the Journey," a journal birthed from postmodernism, Kellner insists that the "assumptions and procedures of modern theory" must be forgotten. His terms defined in the depth of postmodernism are based on advancement, innovation, and adaptation. Extensively, Kellner analyzes the terms of this theory in real life experiences and examples. Kellner used [science](#) and [technology](#) studies as a major part of his analysis; he urged that the theory is incomplete without it. The scale was larger than just postmodernism alone; it must be interpreted through cultural studies where science and technology studies play a huge role. The reality of the September Eleventh attacks on the United States of America is the catalyst for his explanation. This [catalyst](#) is used as a great representation due to the mere fact of the planned ambush and destruction of "symbols of globalization", insinuating the [World Trade Centers](#). One of the numerous, yet appropriate definitions of postmodernism and the qualm aspect aids this attribute to seem perfectly accurate. In response, Kellner continues to examine the repercussions of understanding the effects of the September Eleventh attacks. He questions if the attacks are only able to be understood in a limited form of postmodern theory due to the level of irony.^[31] In further studies, he enhances the idea of semiotics in alignment with the theory. Similar to the act of September 11 and the symbols that were interpreted through this postmodern ideal, he continues to even describe this as "[semiotic systems](#)" that people use to make sense of their lives and the events that occur in them. Kellner's adamancy that signs are necessary to understand one's culture is what he analyzes from the evidence that most cultures have used signs in place of existence.^[citation needed] Finally, he recognizes that many theorists of postmodernism are trapped by their own cogitations. He finds strength in theorist Baudrillard and his idea of [Marxism](#). Kellner acknowledges Marxism's end and lack of importance to his theory.

The conclusion he depicts is simple: postmodernism, as most utilize it today, will decide what experiences and signs in one's reality will be one's reality as they know it.^[32]

A SIMPLE IDEA: SHOW STUDENTS EXAMPLES OF CITED AND UNCITED REFERENCES IN WIKIPEDIA

► Multiple sources support the same point

thing

1. Source

2. Content
con

3. Context
dispe
illun

4. Closure
an



**"I already read one
book! Why do I need
multiple sources?"**

HOW MANY AND WHAT TYPE OF SOURCES?

Types of Sources

- ▶ Physical and Electronic Sources
- ▶ Primary *and* Secondary Sources
- ▶ Histories
- ▶ Biographies,
- ▶ Journal Articles
- ▶ Maps, Political Cartoons, Video Clips, Photographs,
- ▶ Government Documents,
- ▶ Speeches

Limiting Sources

- ▶ Limit students breadth of electronic options (ABC CLIO)
- ▶ Take into consideration length of research assignment.
- ▶ Reconsider Research Topic and/or Question if sources are too difficult to find.
- ▶ Assist students in their process!

SOURCES: TYPES OF SOURCES, SETTING LIMITS, MINIMUMS

Teaching the Research Process Note Taker

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Step #4
Note Taking:
Source Cards and Note Cards



DOCUMENTING NOTES FOR RESEARCH PROJECTS

" i hate making these note cards. i would rather look up information as i write my paper, then once i'm finished, cite all sources in a bibliography. but noooooo my teacher likes the note cards"

Katey24853 commenting on Note Card Video



https://www.youtube.com/watch?v=wCO9GWvq_Kc

WHY NOTE CARDS?

1. Note Cards provide a simple way to organize information from multiple sources gathered throughout the research process.
2. Note Cards facilitate a way for students to record and synthesize ideas. As they differentiate between quotations, paraphrases and summaries, the risk of plagiarism diminishes.
3. Note cards require that students create their bibliography or annotated bibliography as they research different sources. This insures a greater understanding of sources as they work through the research process.
4. Note Cards are flexible! To change order of notes and group them together easily sorted and organized by students and creates an outline as students prepare present their research.

2 TYPES OF NOTE CARDS



- ▶ One card per source serves as a “Bibliography” or “Source Card.” It:
 - ▶ Is labeled with a number or letter
 - ▶ Properly cites the source including
 - ▶ Name(s) of the Author(s)
 - ▶ Complete Title of the Book
 - ▶ City of publication
 - ▶ Publishing company
 - ▶ Most recent copyright date of the book.

1. SOURCE/ ANNOTATED BIBLIOGRAPHY CARD

Source Card Format

Source Number

1.

Type of Source

Name of the Author(s)

Complete Title of Source

City where it was published

Publisher

Most Recent Copyright Date

Sample Source Card

Source Number

1.

Book

Lewis, Bernard

The Middle East: A Brief History of the Last 2000 Years

New York

Scribner

1995

- ▶ Find the notecards at the center of your table.
- ▶ Use the "Source Card Cheat Sheet to create source cards for each of your research Sources."
- ▶ Number them within your research group (1,2,3,4)

CREATE A SOURCE CARD

ADDING ANNOTATION TO THE SOURCE CARD

The image features a solid blue background with a vertical gradient, transitioning from a lighter blue at the top to a darker blue at the bottom. In the bottom right corner, there are several thin, white, parallel diagonal lines that create a sense of motion or a modern design element.

- ▶ Is an alphabetical list of citations to books, articles and documents researched.
- ▶ Every citation is followed by a brief descriptive and evaluative paragraph, the annotation.
- ▶ The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources included in a research project.
- ▶ Is an excellent **preparation** for the research project, It forces the writer to thoroughly consider the content and value of each source that was explored during the research project.

WHAT IS AN ANNOTATED BIBLIOGRAPHY?

Source Card Annotation

This book presents the history of the Middle East in broad strokes that can be difficult to follow. It provides some information about the Jewish and Christian populations and influences in Middle Eastern history but mostly focuses on Islamic History from its inception to the late 20th Century. Bernard Lewis is a Jewish man, born in England who immigrated to the United States after WWII. He is considered a preeminent expert in Middle Eastern History. While his work does not harshly criticize Islamic society, it does show sympathies towards Western ideas and values. This book is valuable for understanding different qualities of Islamic Culture like government, and culture, religion and generally, how important Muslim's religious beliefs are in everything they do and all parts of their society. This book was published in 1995 and contains no information of analysis of the Middle East post September 11, 2001.

- ▶ Table Conversation: Take turns sharing what you've learned about the source you are working with. You may share qualities like:
 - ▶ Central theme and content of book
 - ▶ Type of content and emphasis
 - ▶ Author expertise and agenda
 - ▶ What this source may provide that others do not
 - ▶ How this source is different (if at all) from other sources
- ▶ Write your annotation.

WRITING AN ANNOTATION

- ▶ Are numbered
- ▶ Are sorted into subtopic heading addressing the thesis.
- ▶ One Card per thought may include a...
 - ▶ Paraphrase
 - ▶ Quotation
 - ▶ Summary
- ▶ ... of information relevant to the research focus.
- ▶ Labeling corresponds to the labeling of the Bib/Source Card.

2. INFORMATION CARDS

Topic Heading

Information Card Format

Source ID

1.

Included here is a single thought about the given text in the form of a

- Quotation
- Paraphrase
- Summary

Page Number and Type of Note

Hajj is the third pillar of Islam. Hajj is the pilgrimage every Muslim is required to make to Mecca and Medina once in their lifetime. It is more significant than the pilgrimage Christians and Jews make to Jerusalem because it is considered a religious obligation... Something that each Muslim MUST do. It happens during a specific time- between the seventh and tenth days of the month of Dhu'l-Hijja and is especially remarkable because Muslims from all over the world representing different countries, races, social backgrounds come to take place in a common act of worship. All of the believers wear white so that social and economic differences go unnoticed during this time.

► Research Groups:

- Go back to the topic sources (Provided Texts, ABC- CIO, other reliable web sources)
- Using the SOURCE CARD CHEAT SHEET and the RESEARCH QUESTION you formulated, each person will create:
 - Information Note Cards: A total of 3 note cards each from two different sources.

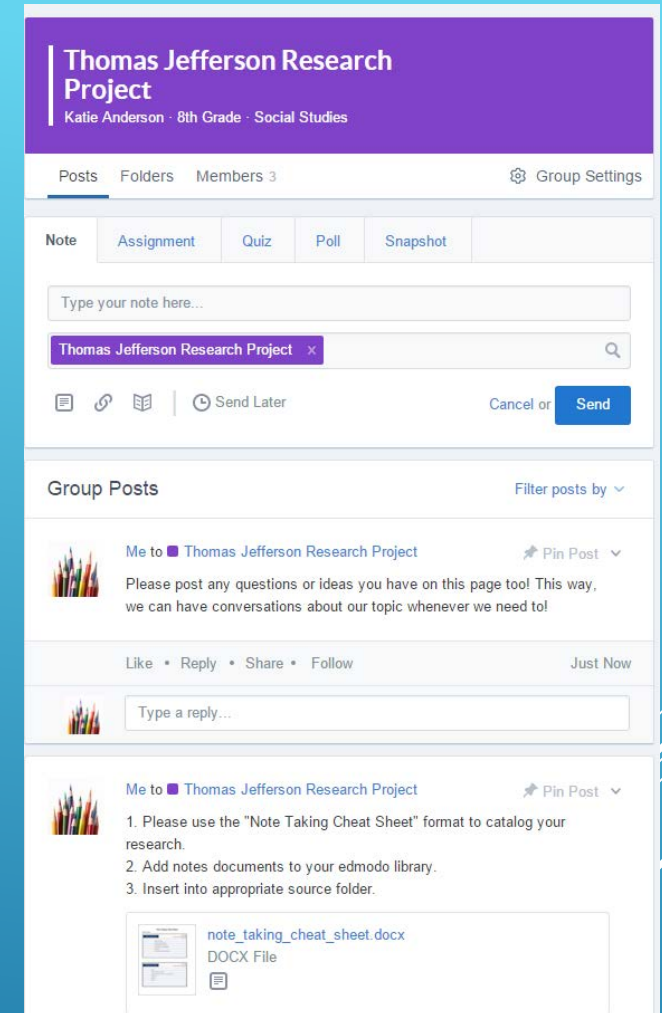
PRACTICE NOTE TAKING AND NOTE MAKING

ELECTRONIC STORAGE FOR DIGITAL SOURCES



► Electronic platforms

- Edmodo,
- Google Docs
- Drop Box
- Padlet
- Weebly
- Word Press
- Others being used in your classroom or school sites?



OPTIONS FOR ORGANIZING AND STORING
RESEARCH ELECTRONICALLY.



Energy

Wonder Wall: students ask HOT questions here

Naini to Zaaara

Even if India does have a large population, people do not have access to electricity and many basic things. That is why each person's energy consumption is low.

Zaara

I have question:

Why is India green when it is a highly populated country ???

Naini to Shanaya

Very good question Shanaya. China is the fastest growing country and has many factories, yet it still has millions of poor people. Many people in the outskirts of the major cities do not have access to electricity.

Maini to Niha

I think some parts of many countries do not use "electricity"...but I'm sure they cook their food burning coal/charcoal/wood which produces energy! I do not know of any country that does not use energy!

Zaara

Good question shanaya

jignesh

I wonder how does electricity look And I even wonder that what does burn inside a candle flame (I doubt that this question is not related to energy unit) I think this is a kind of thermal energy.

nih

which country does not use energy at all?

jignesh to shanaya

it is really a great question.

and I started wondering a lot about it and that's when my question got cleared.

if you have the same question, look at the post "naini to shanaya"!

Shanaya

I'm having a question that why China is not coloured in maroon as they have many factories??

Zaara to Ayan

Well I think that Iceland is black due to it's geothermal energy.

jignesh to zaara

even though india is populated, more than half of the country uses very less power than the people in India are poor so much energy!!!

It's Monday, what are you reading?

Share your reading selections by double clicking on the Padlet.

ayan boghani

I wonder that why is ice color when Canada is so brown

Kw

Hi everybody my favorite book is goosebumps because it is scary and I like scary movies and that's why I like goosebumps.

Naini Singh

Post you wondering about energy unit here.

Cp

My favorite book is bone books.



Jl

My favorite book is Karen's school its about Karen's starting her own school. She can't wait to teach her little brother and his friends to read and write



T.b

I want to go home but I'm having fun at school I still want to go home and school can be a little fun



K.b

My favorite book is ever after high once upon a time I like it because it tells you how they got to ever after high school.



KP

what I'm reading is baby sitters and little sister #10. and the name of this book is Karen's grandmothers. and here is the book most about Karen. when Karen adopts a grandmother from Stoney Brook manor, she has more grandmas than anyone she knows live! Karen thinks that is very special. but Karen's new grandmother is so different. grandma makes Karen listen to old music, and she teaches



Nh

The book I am reading is Diary of a Wimpy Kid The Long Haul. It's about a family road trip it's supposed to be lots of fun but not if Ms. Heffley is there.



TO ALL OF THE HEROES OF THE HURRICANE SANDY RELIEF EFFORT: WE THANK YOU !

HOW TO POST A MESSAGE, PHOTO OR VIDEO:

To post a thank you note or share a story, just double click on a free space below and write your note. If you would like to post a photo or video just drag the file to a free space on the board. ** If there's not space up top, don't worry, just scroll down **

Before, during and in the aftermath of Hurricane Sandy City has witnessed an incredible outpouring of heroism and generosity from individuals around the world. Please say thank you by sharing your story, photos, videos appreciation.

A wonderful thing to see all the support



Thank you to the employers and close friends because they helped me and made sure I was okay. They've given me places to crash and started collections for the victims.

Sara, NYC Student

Thank you for spending your time volunteering and helping those whose lives were turned upside down by this event. The entire student body of NYC thanks you!

from a Bayswater (Far Rockaway) family:

Thank you for all those who brought in supplies and patrolled the streets. Despite the fact that we had no power and no phones, we felt safe.

Tina, NYC, Occupy Sandy Volunteer

Witnessed this amazing team (left & lower right) of NY Sani workers & Nat'l Guard clearing debris in area of St. Gertrudes Bch 38 St & Bch Ch Drive Far Rockaway while I was volunteering w/ Occupy Sandy. MANY THANKS TO BOTH GROUPS.

Ain't no power of the people power of the stop

THE UNSUNG HEROES: OUR NYC SANITATION WORKERS

When disaster strikes, our sanitation workers are always among the first on the scene. Without them, there could not be a clean-up and rebuilding process. Thank you.



Great realtime news & support from the hams of NYC-ARECS

Thanks to the hams of NYC-ARECS for quick, accurate news and updates via

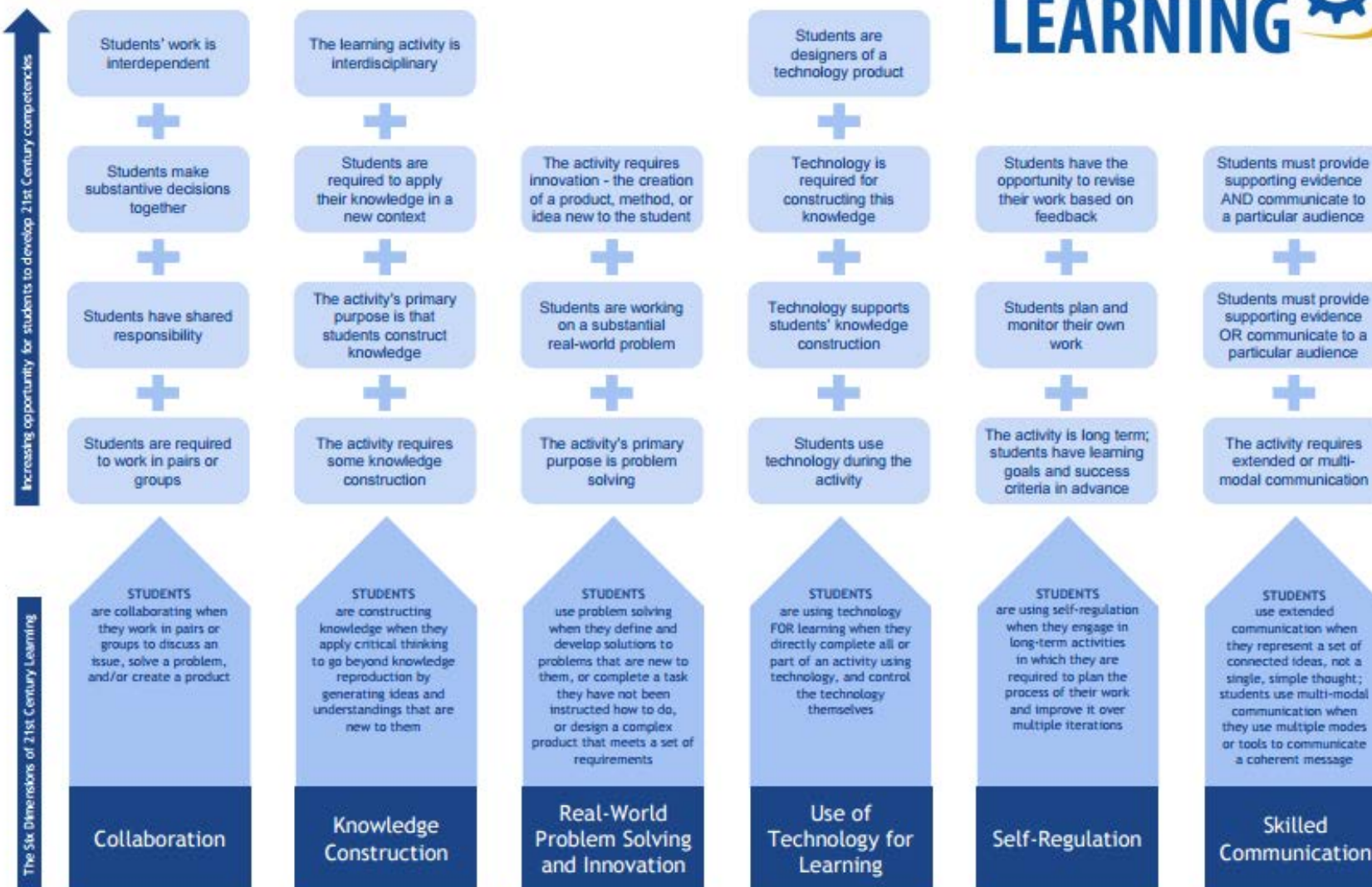
PADLET FOR STORING GROUP RESEARCH



Washoe County
School District

21st Century Competencies

A Guide to Planning Instruction for 21st Century Learners



Teaching the Research Process Note Taker

Component	Criteria For Success	Teaching Tips/ Ideas	When can I apply this?
Choosing a Topic			
Formulating a good research question			
Providing Feedback to students			
Topic Research			
Sources			
Note Taking			
Compiling and Presenting Research			

Step #6 Compiling and Presenting Research

COMPILING RESEARCH



- ▶ As a group, lay out all of your note cards (9-12 total)
- ▶ Together see what notes you are able to link together to support your research question.
- ▶ Reorganize your note cards to visually display your thinking

LINKING EVIDENCE FROM NOTE CARDS

- ▶ Transform your research question into a Informative Thesis or an Argumentative Super Claim

FROM QUESTION TO THESIS OR SUPER
CLAIM

DESCRIPTIVE INFORMATIVE THESIS VS ARGUMENTATIVE CLAIM IN SOCIAL STUDIES

Descriptive Informative Thesis

Informational Question

What are the 5 Pillars of Islam and what is their significance in the Islam?

Argumentative Claim:

Argumentative Question

Which religion's worship requirements are more demanding for its followers; Islam, Christianity, or Judaism?



www.easybib.com

Watch me work the magic of the painlessly creating an annotated bibliography.

COMPILING THE ANNOTATED BIBLIOGRAPHY



- ▶ Traditional Paper
- ▶ PowerPoint or Prezi
- ▶ Website
- ▶ Exhibit
- ▶ Documentary
- ▶ Performance/Chautauqua

Look through the selection of rubrics
With your group, discuss different ways you
would apply your research in an individual or
group presentation.

The list and rubrics are ideas. You may have
another idea!

RESEARCH PRESENTATION OPTIONS AND RUBRICS

Kathy Schrock's Guide to Everything:
<http://www.schrockguide.net/assessment-and-rubrics.html>

- ▶ Write a “Project Defense” - a brief 3-5 sentence case to the teacher about why the topic and the group match well with the project option.
 - ▶ Describe qualities and your/groups skills that make this option viable.
 - ▶ Describe the materials you will need for your project and explain how you will get them.
 - ▶ Timeline: when, how often and how will you meet with your group

INDIVIDUAL PROJECT DEFENSES: BECAUSE
EVERYONE THINKS DIFFERENTLY!

- ▶ Create an inside and outside circle
- ▶ Share the following:
 - ▶ Research Topic and Research Question
 - ▶ 3 New things you learned about the topic
 - ▶ Your Project Defense
- ▶ X3
- ▶ TAKE NOTE OF A FAVORITE PRESENTATION DEFENSE TO SHARE WHOLE CLASS.

PROJECT DEFENSE INSIDE OUTSIDE CIRCLE

Teaching the Research Process Note Taker

Component	Criteria For Success	Teaching Tips/ Ideas	When can I apply this?
Choosing a Topic			
Formulating a good research question			
Providing Feedback to students			
Topic Research			
Sources			
Note Taking			
Compiling and Presenting Research			

NHD

The logo for National History Day (NHD) is displayed within a black rectangular border. It features the letters 'NHD' in a large, bold, black serif font at the top. Below this, there are two horizontal red stripes. The word 'NATIONAL' is written in a smaller, black serif font across the middle. Below that is another horizontal red stripe. At the bottom, the words 'HISTORY DAY' are written in the same black serif font as 'NHD'.

NATIONAL

HISTORY DAY

www.nhd.org

- ▶ Documentary:
 - ▶ <https://www.youtube.com/embed/4iOUweJWp1o>
- ▶ Performance:
 - ▶ <https://www.youtube.com/watch?v=CZ7nB2UGivs>
- ▶ Paper, Exhibit and Website:
 - ▶ On your electronic device take 10 minutes or so to peruse these projects
 - ▶ (Go to www.nhd.org and click on **student project examples** in right side menu bar.

As you are watching and
surfing examples on your
own,

CHECK OUT AMAZING EXAMPLES FROM 2015 !
THE THEME: LEADERSHIP AND LEGACY IN HISTORY

Planning Your Second Semester Research Project

<u>Topic Parameters:</u>	Essential Question	Unit	Topical	Thematic	
Project: Individual	Group	Either			
Types of Sources:					
Number of Sources:					
Presentation Options:					
Class Time for Research:					
Preliminary Due Dates and Items: (what will you collect to know kids are on the right track)					
Technology Requirements:					
Library Time:					
Cross Curricular Connections with ELA or Science Colleagues					



THANK YOU

Questions: kmanderson@washoeschools.net