

ESTIMATED TIME

This lesson will take at least three class periods, one of which is at a library.

PREREQUISITES

- This lesson can be used to research an existing or future internship site or other research project unrelated to the internship program.
- The lesson can be used in conjunction with other research project lessons (Lesson 27 Interviewing Other People, Lesson 28 Note Taking, Lesson 29 Observation, Lesson 30 Description, and Lesson 31 Graphic Organizers) or it can stand alone to focus on the research process.
- If students completed Lesson 30 Description, they have already selected a topic and written a research brief. They can then begin the lesson by preparing to go to the library.
- If students are researching their internship site, students should have a focus for their experiential program. It is helpful for students to be grouped with others who go to the same site.
- Make preparations to take the class to the library. If your school library has an online catalog, have the students research possible materials and write down the call numbers and location in the library before they go. If your library is a large system with many branches, be sure to direct students to look for resources at the branch where they will be going. Finally, check with your library to see if there is a librarian who will be available to assist your students in finding their resources while your class is there.

RESOURCES AVAILABLE

- *Research Rubric*
- *Research Brainstorm Example*
- *Research Student Directions*
- *Research Reference Information Form*

ACROSS THE CURRICULUM

Even if the research that students conduct at the library is specific to their internship sites, the skills they are learning are transferable no matter which discipline. In addition, if time and resources allow, students can use the time at the library to search for sources for other class projects.

LESSON PLANNING

LESSON GOAL

Use library resources to find and document research sources and demonstrate knowledge of research focus area.

Essential Question

Why should I and how can I use library research to build understanding of a topic?

Student Expectations

1. Participate in the group activities and discussions about mission statements.
2. Select a topic to research that you would like to know more about.
3. Write an abstract about your research.
4. Find six sources at a library that inform your topic.
5. Record bibliographic and summative information for each of the six sources on *Research Reference Information Forms*.
6. Submit work with reflection responses.

LESSON OBJECTIVES

1. Describe the mission statement of the internship site.
2. Select one focus area for research.
3. Find and cite sources from the library.

RATIONALE

Selecting topics and finding reliable sources of information for research are skills that all students will need to develop for many of their classes. This lesson helps students find and organize information about topics connected to their new internship sites while teaching basic research skills.



Research Rubric



Research Brainstorm Example

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Research Rubric* to introduce the lesson and explain how students will be evaluated. Explain that students are going to conduct research in this lesson. You can decide if students will research their existing or future internship sites or research other topics. Either way, the first step is to choose a topic to research. If students completed Lesson 30 Description, they have already selected a topic and have written a research brief and can skip to Step 3. If not, have students conduct research on their internship sites, following these steps.
 - a. On the board, write down the name of the site where the students will be interning. Display the mission statement of the internship site for the students to see (i.e. handout, projector, written on the board). Use the *Research Brainstorm Example* as an example of a mission statement.
 - b. Ask students to recite the mission statement of the site. Ask the students to break down that statement into a *What* and *Why* category. The *What* category describes what the site does, and the *Why* is why they do it.
 - c. Engage the students in a discussion about their understanding of the site and what they, as students, do (or will do) during their internships.
 - d. Keeping the previous information displayed, begin a brainstorming session with students to develop a graphic organizer connecting the *What* and *Why* categories with potential research areas. Students may be interested in researching the clients' or customers' needs, the products or services that the site offers, how employees are hired, or the history of the organization.
 - e. Discuss the importance of research. In science, research is conducted to answer a question or provide proof through tests that can be replicated. The same is true in other subjects, although research may not be conducted in the same way. The point of research is to find out whether something is true or not, instead of just speculating about it. Many students may think research is a frustrating experience, but researching to learn about a topic is often the most significant thing students do in school and they will remember reports they have written years later. When people get involved in a topic, they want to read more and learn more about it.

ASSESSMENT

Discussion Participate in a discussion about the mission statement of internship sites.

2. **SMALL GROUP** Once the brainstorming session is over, ask students to discuss topics they would like to learn more about in small groups.

Research Student Directions

Research Reference Information Form

Student Pages

3. INDIVIDUAL Have each student select an appealing topic and write

 **ASSIGNMENT 1**

a one-page description about the topic that can act as an abstract or summary. In the abstract, each student should describe what the paper will reveal about the topic. Students may choose to change their topics at a later time if they find another. Have students use the *Sakai* Assignments Tool to submit their topics for evaluation.

ASSESSMENT

Research Topic Write a description of a chosen research topic.

4. WHOLE GROUP Once the research areas have been chosen, prepare the students for their time at the library. On the day of the trip, give the students the *Research Student Directions*. Review the assignment as a class. These directions specify how many of each type of source students need to find. Emphasize the importance of citing sources of information and collecting the citations up front. It is so time consuming to try to remember where bits of information came from. Hand out the *Research Reference Information Form* and explain that students should fill this out for every source they might potentially use.

5. INDIVIDUAL At the library, have students find six resources and complete the *Research Reference Information Forms* (one per resource). This form is in the format of an annotated bibliography, but will be easy and accessible for 9th graders to use.

6. INDIVIDUAL Back at the school, students should be given enough time to complete their annotated bibliography; otherwise it can be given as a homework assignment.

7. SMALL GROUP After students have completed the assignment, have them gather in their

 **ASSIGNMENT 2**

teams and share what they learned. Then ask each student to select one of the six resources to share with the rest of the class. Have students use the *Sakai* Assignments Tool to submit their annotated bibliography for evaluation.

ASSESSMENT

Library Work Use a library to find appropriate resources and create a bibliography for a research report.

REFLECTION

 **ASSIGNMENT 3**

At the end of the lesson, have students reflect in writing on the prompt below. Have them use the *Sakai* Assignments Tool to submit their reflection for evaluation.

1. What was one new thing you learned from your research? Describe.
2. Now that you've done this research, what is one thing that you are really

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 English Language Arts

Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.

looking forward to at this internship site?

3. If you had time to do more research, what else would you like to research or know more about?

ASSESSMENT

Reflection Complete a reflection on library research.

ASSESSMENT

Use the *Research Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs may have appropriate help with an IEP specialist/coordinator in finding research on the computer. Students may also benefit from having resources pulled for them while at the library. In addition, the resource expectation can be cut from six to a more manageable number. Check with the schools IEP specialist/coordinator for specifics on each student.

GIFTED AND TALENTED

Gifted students have often gravitated towards this assignment because of the academic rigor. Ask these students, if they feel comfortable, to lead others through the library in search of their resources, pull out more high-level sources, or do a more refined search (e.g. the history of Habitat for Humanity - Greater Columbus, as opposed to the international organization).

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- **Purdue University** <http://owl.english.purdue.edu/workshops/hypertext/reportW/> Access this site for thorough information about why and how to write research reports.
- **A Research Guide for Students** <http://www.aresearchguide.com/1steps.html> Access this site for step-by-step instructions for completing a research paper.