

Unit Title: iSearch (a different kind of research paper)

Grade Level: 10

Subject Area: English

Duration/Length/Number of class periods: 10-12 class periods

Description:

This unit will ask students to:

- develop a research question, conduct research in order to answer their question
- evaluate their research in order to assess credibility, relevance, authorship, accuracy, and purpose
- create a works cited page
- write a narrative that tells the story of the process they went through in order to answer their question*

*Although this lesson is designed for students to write a paper using a word processing platform (Google Docs), they could also publish their writing digitally using a blog.

For further information on the iSearch philosophy, see the content posted [here](#).

Established Goals:

“Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.”

“Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.”

“Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.”

What [Enduring Understandings](#) are desired?

Individuals should gain a life-long capacity for navigating and synthesizing information from a variety of sources in order to make decisions, judgments, and determinations.

What Essential Questions will be considered?

1. What makes a source credible?
2. How is information about the same topic/subject presented similarly and differently across a variety of sources?
3. Why is it important to consider where and when information comes from?
4. How do we develop and use “research questions” in our everyday lives?

Students will know / be able to:

1. develop a research question.
2. use a generic search engine as well as a database of academic journals in order to conduct research and evaluate sources.
3. analyze sources according to the CRAAP analysis concept (credibility, relevance, authorship, accuracy, and purpose).
4. use the writing process, including drafting, in order to conduct source analysis.
5. use the writing process, including drafting, in order to explain why they learned about their research question during the research process.
6. keep an annotated bibliography and cite source material according to standard conventions.

ITSE standards in this lesson predominantly fall under the categories of 1. Empowered Learning, 2. Digital Citizenship, and 3. Knowledge Construction. To a lesser degree, this project also relates to 6. Creative Communication.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Fo rm ati ve	Su m ma tiv e	Intro duc tory Acti vity	Lea rning Acti vity	Stu dent Tec hno logy Use d	Tea cher Tec hno logy Use d	ISTE Stand ards
Daily exit ticket via Google Forms to check student progress, so I can judge student progress toward our final product	x				x	x	1c
Watch videos linked in Google Forms and then answer questions related to the elements of the CRAAP test			x		x	x	3b
Read real world articles from around the web and perform a CRAAP analysis in the form of a written response in Google Docs				x	x		3b
Use a web browser and search engine to find information related to research questions.				x	x		3d

Use flip-grid to compose a verbal “what I’ve learned so far” summary in order to summarize progress toward answering the research question.	x				x		3c
Watch Youtube video describing the process for writing an annotated bibliography				x	x	x	2c
Use Google’s citation making tool in Google Docs in order to create MLA citations for sources				x	x		2c
Use a database on the state of Minnesota’s e-library catalog in order to find information.				x	x		3a
Compose a final draft of the iSearch paper using Google Docs in order to write a personal narrative that outlines the student’s research process and what they learned about their research question.		x			x	x	3c,6a, 1a

Materials, tools and resources:

Students will need access to Google Suite including Docs, Forms, and Sheets. Students will also be watching teacher created video content as well as information accessed via Youtube.

Padlet and Flipgrid will be used to foster student engagement and supplement verbal discussion.

This unit relies on a 1-to-1 access to computers for students.

Additional resources include the use of Electronic Library Minnesota in order to access the database Ebscohost in addition to others.

Web browser access is a basic requirement for this unit as it provides the foundation on which students access Google and conduct research.

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Additional credit given to: Anthony VonBank, Sour Patch group leader at 2022 Tech Integration Workshop, John Taylor, a professor at South Dakota State University who introduced me to the iSearch concept on which this unit is based, and Scott Filkins’ [iSearch strategy guide](#) posted at Read Write Think.

Day-to-day lesson plan

Day 1: Introduce and discuss the concept of research questions

- 1) As a class we will use Padlet as a way to discuss activities, hobbies, and interests we have. The discussion will be directed toward the teacher in order to uncover instances when students, or the teacher, have had to look up information and find answers about their own activities, hobbies, interests, etc.
- 2) Introduce the concept of formal/academic research questions.

Day 2: Introduce the assignment

- 1) As a class read and discuss the assignment prompt
- 2) Read example iSearch papers, linked [here](#), [here](#), [here](#), and [here](#), then discuss the writers' research questions.
 - a. how were the research questions relevant to the authors?
 - b. what value would there be for the authors in answering their questions?

Day 3: Developing research questions

- 1) Students will complete a google form worksheet that guides them toward the development of a research question
- 2) By the end of this class session students should write a research question they will be attempting to answer as well as a chain of associated questions.

Day 4: CRAAP Analysis

- 1) students will watch this pair of videos, [first](#) and [second](#), that outline the premise of the CRAAP analysis (credibility, relevance, authorship, accuracy, and purpose)
- 2) Students will read an [assigned article](#) and complete a [Google Form](#) that guides them through a CRAAP analysis of the assigned article.

Day 5: Preliminary research

- 1) students will use a basic search engine in order to search for resources, such as articles, blogs, etc. that would help them answer their research question
- 2) students will keep a google docs with summaries of the information they find as well as links.
- 3) Student notes will include information that will help them write a CRAAP analysis in the future.

Day 6: Conducting further research

- 1) Introduce students to the database Ebscohost, as well as other databases, available via the [Electronic Library Minnesota](#)
- 2) Students will spend time researching in order to find several sources they can add to the document they created the previous day.

Day 7: Additional research

- 1) Students will have time to research
- 2) By the end of this day students will be expected to create a Flipgrid video summary of what they have learned so far.

Day 8: Intro to formal works cited

- 1) Students will be introduced to the Works Cited creation feature in Google Docs
- 2) Students will use the links they have collected and convert them into a formal Works Cited page.

Day 9 and beyond: Putting things together

- 1) Students will have class time for further research
- 2) Once students feel they have answered their question with their research they will have time to
 - a) Put their notes and citations together into an annotated bibliography
 - b) Write a CRAAP analysis for 1 of the sources they found in their research
 - c) Write the narrative that outlines their search process
 - d) Write out what they found out as an answer to their research question
 - e) Final Draft - based on the iSearch format they are given, students will put their writing together and produce a final draft of their iSearch they will turn in for grading.