



40 Years of Inspiring, Educating, Connecting.

Technology Integration Workshop  
2016

Unit Title: Solving a problem in the community (elementary research)

Grade Level: 5

Subject Area: Library Media Specialist and Language Arts teacher

Duration/Length/Number of class periods: 4 sessions (approx. 2 hrs)

Description: Elementary research: in this unit students will use the research process (Big 6 steps- Task Definition, Information Seeking Strategies, Location and Access, Use of Information, Synthesis, and Evaluation) to research and form an action plan to solve a community issue. Students will understand that perceived issues can be viewed through multiple perspectives that will impact the development of an action plan. At the end of the unit, students will be expected to apply the research process independently, formulate a researchable question, use a variety of sources including primary and secondary, evaluate the usefulness of a source, and create an action plan that is targeted to a person of authority.

Established Goals :

ELA 5.6.7.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELA 5.8.7.7 Distinguish among,, understand, and use different types of print, digital, and multimodal media.

Enduring Understandings : Students will understand that:

1. Inquiry is a study into a researchable question, issue, or idea.
2. Following an inquiry based research process can answer questions, solve issues and lead to new questions.
3. To answer questions, one must find, evaluate, and select appropriate sources.
4. Valid information can be gathered from multiple sources and organized to make it useful.
5. People have different perspectives based on background experience.
6. Learners collaborate in order to share ideas, solve issues, and improve learning.
7. Information can be communicated and used in a variety of ways.

Essential Questions : Students will keep considering:

1. Why research?
2. How do I create a researchable question?
3. How do I use my question?
4. How and where are sources found to answer questions?
5. What makes a sources appropriate for research?
6. How do researchers identify important information?
7. Why is working together important?
8. How do people communicate effectively?
9. How can people have an effect on issues in their community?

Students will know:

1. The steps in the research process.
2. What makes a question researchable.

3. There are multiple perspectives to an issue.
4. Journals are useful tools to record and organize information.
5. Making observations.
6. Select and evaluate appropriate sources.
7. Recognize and analyze advertisements and perspectives.

Description	<a href="#">Formative</a>	<a href="#">Summative</a>	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	<a href="#">ISTE Standards</a>
Assessments: observations, self assessments, journaling, quick writes, rewrites, and exit slips.							
Intro to Online research. Nearpod presentation on being fooled (computer lab).	X		X		X	X	3c
Class discussion about false information (polls on web examples).				X		X	3c
Review Britannica online encyclopedia and Google searching				X		X	3c
Student practice Britannica online encyclopedia and Google searching				X	X		3a
Demonstrate Digital Passport- <a href="#">Search Shark module</a>	X		X		X	X	3a
Student module completion to learn good search terms				X	X		3a
Students review some print resources and compare features to digital				X	X		3c
Students find where to start researching (databases)				X	X		3b
Students begin encyclopedia searching on keywords. They begin taking notes in a word processor.				X	X		3b
Students enter resources into citation machine.				X	X		3b
Once students have collected facts and citations, the unit transfers to classroom teacher.				X	X		3d

Materials, tools and resources

[https://www.digitalpassport.org/sites/all/themes/csmteachers/downloads/search/Module\\_Guide\\_Search\\_082715.pdf](https://www.digitalpassport.org/sites/all/themes/csmteachers/downloads/search/Module_Guide_Search_082715.pdf)

<http://zapatopi.net/treeoctopus/>

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