


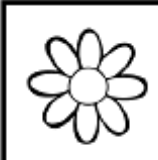





LESSON 11: Researchers as Project Designers

<p>MATERIALS:</p> <ul style="list-style-type: none"> • Research Binders • Access to library • <u>Researcher’s Contract</u> (1 per student) 	
<p>OBJECTIVES:</p> <div style="display: flex; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center; margin-right: 20px;">  <p>BIG IDEA</p> </div> <div> <p>Research is an organized and systematic way of finding answers to questions.</p> </div> </div> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Determine effective methods to communicate research findings • Determine incremental benchmarks to reach a goal <div style="display: flex; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center; margin-right: 20px;">  <p>LANGUAGE</p> </div> <div> <p>Important Vocabulary:</p> <ul style="list-style-type: none"> • Synthesis </div> </div>	
<p>SEQUENCE:</p> <p>REVIEW: Big Idea and Big6</p> <div style="display: flex; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center; margin-right: 20px;">  <p>BIG IDEA</p> </div> <div> <p>Talk with students about the Big Idea of this unit: <i>Research is an organized and systematic way of finding answers to questions.</i> Engage students in a discussion about how that big idea works with the steps in the Big6 research process. Next, review the Big6 process.</p> </div> </div> <p><i>Ask: What have we completed or almost completed in this process?</i></p> <div style="display: flex; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center; margin-right: 20px;">  <p>DETAILS</p> </div> <div> <ul style="list-style-type: none"> • Task Definition • Information Seeking Strategies • Location and Access • Use of Information </div> </div>	<p>TEACHER NOTES:</p> <p>Make sure students are keeping all of their research resources (handbook, notebook, etc.) in their Research Binder. You will need to access these to determine students’ progress. See the end of Lesson 10 for directions and binder contents.</p> <div style="text-align: center; margin-top: 20px;">  <p>WORD STUDY</p> </div> <p>Synthesis: the combining of separate elements to form a whole</p>

<p>Instruct students to talk briefly about these first four steps. What does each step entail? Do they find it an easy step or a more difficult one?</p> <p>Talk about the next step in the Big6 process: Step 5, synthesis. Ask if anyone has ideas about what synthesis means or what they are going to be doing during this step of the process.</p> <p>Solicit answers and then dissect the word <i>synthesis</i>.</p>	<p>Note: The prefix <i>syn-</i> is Greek and means “to put.” <i>Thesis</i> is the central idea in a piece of writing.</p> <p>Source: www.dictionary.com</p>
<p>PREPARATION: Independent Research Contract</p> <p>Tell students that today they have a very big decision to make. They must determine the best way to synthesize and share their research findings with an audience.</p> <div data-bbox="191 806 363 1016">  <p>REAL WORLD</p> </div> <p>Within two weeks (you can be more exact when you’ve set the gala date), they will present their research findings to a real audience. This audience will be made up of different adults in their community. (If they seem worried, reassure them that they will be more than prepared for this event.)</p> <div data-bbox="191 1066 363 1276">  <p>PROFILE</p> </div> <p>Explain to the children that before you talk in greater detail about the Research Gala, they each need to individually determine the way they want to synthesize and present their research. Briefly highlight the three different presentation styles they can choose from:</p> <p>Paper—you can create a written product. This can be a research paper, which is the most popular research presentation style of professional researchers. You can also write a newspaper article, a magazine article, a brochure for museum exhibition, etc. Your paper should be approximately three typed pages.</p> <p>Presentation—you can create a visual presentation. This would come in the form of a tri-fold board, PowerPoint presentation, documentary (video), or another form we discuss.</p> <p>Performance—this is best if you want to take on a role other than yourself. The researcher using this format may create a song, come dressed as a character and present the information as that character, or use another form we discuss.</p>	<p>Listen to other product variations students may suggest. In the end, you decide if the presentation format they choose is acceptable.</p> <p>If your students have not yet worked with PowerPoint, you will want to give a lesson on how to create an effective presentation.</p> <p>If students choose a product such a newspaper article or magazine article be sure they examine such products for form and format.</p> <p>Dioramas are not recommended for this project as they do not allow students to demonstrate in-depth analysis of their research questions.</p>

<p>Give students time to ask questions and think about these choices.</p> <p>Pass out one <u>Researcher’s Contract</u> to each student.</p> <p>Talk with students about the purpose of this contract and how it is a plan to help them stay on track. You can also talk about how researchers in the field often have formal or informal contracts with publishers, and that keeping on track to reach a deadline is a skill that many researchers struggle with.</p> <p>It is important to allot enough time for each step and not fall behind. Ask students to fill in the common portions of this document: Name, question, product choice, gala date, preparation for gala dates.</p>	<p>Meet with each student individually and talk about his or her Researcher’s Contract. When all the necessary steps are in place, both of you will sign the contract. Have students take the contract home to be signed by a caretaker as well.</p>
<p>LIBRARY</p> <div data-bbox="191 825 363 989" data-label="Image"> </div> <p>Tell students that for the rest of class today, they will continue conducting research in the library.</p> <p>As they are researching, you are going to sit down with each of them and talk about their research contract. These contracts are due back to you the following class meeting. Explain to students that they should think at home and determine exactly what needs to get done from now until the research gala for them to be a successful researcher.</p> <p>Suggestion: Write in pencil!</p>	<div data-bbox="1029 758 1195 926" data-label="Image"> </div> <p>Make sure you guide any students with learning difficulties toward both reading materials that are appropriate for them and a research product option that is respectful of their comfort levels. For example, students who struggle with writing may be better off with a presentation.</p> <div data-bbox="1029 1297 1203 1499" data-label="Image"> </div> <p>If you have sufficient resources in the classroom at this point, you might choose to facilitate independent research time in the classroom rather than in the library.</p>
<p>HOMEWORK</p> <p>Remind students to take home the <u>Researcher’s Contract</u> and have it signed by a caretaker.</p>	
<p>PREPARATION</p>	

Researcher's Contracts will be collected at the beginning of the next lesson. Look through these after this lesson to ensure students have covered all appropriate steps.

Once students have selected their presentation products, make time to meet with them in small groups to discuss how to create high-quality products.

For example, all students who decide to create a PowerPoint presentation should discuss with you the qualities of an engaging and informative PowerPoint. Specifically, how many slides might be too many or too few? How many words are too many or too few on a slide? Emphasize with students the use of images to convey meaning rather than having too many words on a slide.

You may find it necessary to base these lessons on students' readiness levels to ensure that the highest-end learners are challenged by differentiated product requirements. Such mini-lessons can be held over the next few lessons as students are working independently to finish their research and products.