

LESSON 13: Preparation for Gala

MATERIALS:

- Index Card for each student (if you choose to begin the lesson with the optional warm-up activity that was used in Lesson 10)
- Information for students on how to cite a source. (Refer back to the Materials and Preparation section of Lesson 9 for a list of resources on this topic.)
- Access to library or Explorer's Cart
- Researcher's Contract (see Lesson 11)
- Big6 Unit/Product Evaluation Form (Rubric) (see Lesson 12)
- Researcher Feedback Form (1 per student)
- Research Binders

OBJECTIVES:



BIG IDEA

Research is an organized and systematic way of finding answers to questions.

Students will be able to:

- Synthesize multiple sources of information
- Present a synthesis of various sources

NOTE: Depending upon where your students are in the research process, you may need multiple independent research sessions. This lesson is designed to take up to two days to complete. Depending on your students' progress, it may take less time or more time as needed.

INDEPENDENT RESEARCH SESSION



INDEPENDENT

Support students as they prepare for the Research Gala.

Consider the following points:

- You may want to begin with the Index Card warm-up used in Lesson 10.
- You may want to request that the librarian be available in the library while you work in the classroom. This way, students who require additional research time can go to the library while students who are already synthesizing information into their presentation can remain in the classroom.

- Having extra hands in the classroom or the library will be helpful. However, if parents volunteer, you may want to request that they not work with their own children.

Make sure to address the following points:

- Remind students to consistently consult the Rubric and their Researcher's Contract to make sure they are on track to produce high quality work.
- Leave some time at the end to answer final questions before the gala. Also, discuss proper dress for the gala if you want your students to “dress like professional researchers.” You should be explicit with your students about expectations (for example, no shorts or T-shirts). Be sensitive of issues that may be presented by socio-economic differences in the class.
- Finally, ask students:
 - What were some things the researchers did to effectively present their work?
 - What do you think you can do to make your presentation the best it can be?



Remind students of the importance of growth during this process of research. In order to learn something new, they had to try something new. Similarly, they should think now of challenging themselves to put in as much effort as they can to make their presentation the best possible *for them*. It's not about comparing their presentation to others, but about expanding their own skills and abilities by making it their *own* version of their *own* best presentation.

PRACTICE: Research Gala



REAL WORLD

During this lesson, provide students with the opportunity to practice for the Gala.

Either have students present one at a time in the front of the class OR set up “mini-gala” locations throughout the classroom.



TOOLS

If you decide to set up mini-galas, have half of the class members stand with their projects and Research Portfolios while the other half rotate and ask questions. Switch roles halfway through the lesson. You can also have students present to small groups to save time.

Review the Do and Don't Chart for presenting your research with the students before they begin.

Leave some time at the end to answer final questions about the gala and for students to complete a short written Researcher Feedback Form for their classmates. Also, discuss appropriate dress for the gala.

CLOSURE: KWL

Depending on how much time you have, students can either do these assignments after the dress rehearsal or complete it for homework:

- Fill out the L column in the KWL Chart from Lesson 4 (should be in students' Research Binders)
- Complete a self-evaluation of their work using the Unit/Product Evaluation Form (see Lesson 12).