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| **Instructor**:  | **Course**:  |
| **Unit**: Instructional Unit on Research Projects | **Quarter**:  |
| **Topic**: Locating Other Types of Non-Print Sources and Saving Information | **Time Range**: 45 min. |
| **Standard(s)**:

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| # 1,4 |

1. Oral Expression and Listening
2. Research and Reasoning
 |
| 21st Century skills:Information Literacy; Collaboration; Self Direction; Inquiry Questions; Relevance and Application; Creativity and Innovation |
| **Objectives / Assessment Frameworks**:1. Students will learn to use a variety of other non-print sources, not covered up to this point in the research process.2. Students will discuss and give examples of these non-print sources that could be used for their research project3. Students will take notes and write two possible non-print sources that they can use for their own research projects and the information they need to use for the non-print source. |
| **Prerequisite Learning**: *in order to effectively master the objectives listed above, students must exhibit mastery in the following areas*…1. From a prior lesson, students should already understand what a print source means versus a non-print source (refer to lesson 3).
2. From a prior lesson, students should already understand primary source versus secondary source (refer to lesson 3).
3. From a prior lesson, students should already be familiar with MLA, APA, or other professional styles (refer to lesson 3).
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| **Lesson Outline**: (*think about the following elements: instructional strategies, depth of knowledge, materials, resources, student engagement, mastery, closure*)Materials/resources needed: This is a hand written assignment.1. Besides using online databases, there are other non-print sources that can be valuable in the research process. Many of these are primary resources. Examples follow:
	* Verbal conversations (from interviews or from speaking with an expert in the field)
	* verbal information from attending conferences or workshops
	* videos/movies
	* CDs or other recordings
	* images
2. For class discussion, ask students to give examples of non-print resources for their topics that can be used for their research project. If student do not give examples freely, the teacher can help the sharing process by giving the following as examples:
* Verbal -- perhaps you have a conversation with your great-grandfather who gives you first-hand information about when he served in World War II. Think of questions you can ask this person.
* Perhaps you went with the Science Club to attend a workshop presented on lung cancer. You took notes and documented the date, who the presenter was, where it took place, and possibly the organization responsible for the presentation. You may also have handouts or pamphlets that could be used as print sources
* Perhaps you are doing research on John Wayne, the movie actor, so you watch some of his films and movies
* Perhaps you are researching whales and you come across the recordings of a whale. The recordings could come from a CD or from sound files on the Internet
1. It is important that students take notes to save this information and know how to use it in their research paper. For their topic, ask the students to think of at least 2 other non-print examples they may use for their papers and take notes on what information they will need to use it as a resource. Keep those notes for their research project. More examples follow:
* For a speaker, keep track of who the speaker is, the date, the place, the time. Think of questions you can ask the speaker.
* For a movie, who was the Director, the copyright date, the company making it?
* For a recording, note the recording company, the title, the copyright date.
* For a multi-genre project, watching a John Wayne movie could be helpful in knowing more about the actor; therefore, taking notes while watching the movie could benefit the project.
1. **ASSIGNMENT:** This could be a great time for the students to complete survey #1 of 4 for “Student Engagement”. The instructions and form are attached, in case you still need them.
2. **ASSIGNMENT:** “Ticket Out The Door” -- On a post-it, list two possibilities of unique non-print source examples that you could use for your topic.

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| *notes:* |

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| **Differentiation**: *use the data (CSAP, Acuity, TOSCRF, YPP…) collected to help identify how you will meet the needs of all students in your class*.All students should be listening to all the examples given during class, but some may still need individualized help in thinking of two non-print resources. |
| **Re-Teach** | **Extensions** | **Accelerations** |
| Primary and secondary sources | *(Distributive Practice)*None given for this lesson | Not needed for this lesson |
| **Evaluation / Assessment**: *explain how you will determine mastery of this lesson to the objective/standard*…For the “ticket out the door” assignment, the teacher should be able to evaluate student’s mastery level. |
| **Reflection**:*Things that went well*…During the discussion there seemed to be interest from the students as they asked questions clarifying the examples given for primary and secondary sources.*Things that didn’t go well*…This lesson went smoothly.*Things to remember*…This lesson may not be applicable to all research projects.*Things to change for next time…*This lesson might be able to be completed in less than 45 minutes. |

STUDENT NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD \_\_\_\_\_\_\_\_\_

For this survey, the teacher is to tell the students:

“This is not graded. This is to help the teacher measure your engagement throughout this project. You will be evaluating your own confidence and interest level several times. It takes only five minutes. A “1” is very low; and a “10” is extremely high. No two students should have the same answers because they are based on “your” perceptions, not somebody else’s. Your feelings can change each time and your numbers can go up or down as you progress. Try to be as truthful as possible. Thank you.”

**SURVEY 1: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How excited are you about completing this project? |  |  |  |  |  |  |  |  |  |  |
| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process?  |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |

Comment so far about this assignment **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SURVEY 2: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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Comment so far about this assignment **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SURVEY 3: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process?  |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |

Comment so far about this assignment **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SURVEY 4: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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