

1.6 – Research & Development

Overview

This session is crucial to getting the Research Project setup properly. Students must leave this class period knowing what the end results is, which indigenous culture they want to research, where to start looking for information, and what to use when they find it. Additionally, you may be choosing to use the Team Contract, which functions very well for improving accountability, pre-planning, and follow-through, but only if clearly introduced and processed. Like Rubric, Team Contracts work best if used repeatedly within a year.

Objectives

Students will:

- Identify objectives, methods, and processes of the research project.
- Research general information and document usable sources.
- Collaborate to divide tasks, commitments, and resources.

Background Information

Only use this lesson if aiming for a Research Project Outcome. The intended project is a team-based, role differentiated presentation. However, individuals could be assigned one of the three possible sections (Visual Comparison, Oral Presentation, or Written Research), limiting the structure and support necessary.

Intro

A key for successful project based learning projects, especially when done in teams, is to introduce the task with a hook. The hook needs to help the students conceptualize the product, give some outline of how to create that product, and provide some usable, measurable objectives, all in a way that feels engaging and authentic. The UNICEF Letter is a fictional greeting, announcing the task of researching and delivering a presentation on a specific indigenous group. A framework for the assignment and some basic nuts and bolts are included, without going into as much detail as the rubric and workshops can.

After creating teams (mixed ability works well with the roles, but assign or give choice as you see fit), distribute a copy of the intro letter, per team or individually. If as a team, have one member be the scribe, underlining important information about the assignment, making notes of questions or comments in the margins, and circling terms or ideas that require more explanation. After a five minute reading, have each team discuss and identify a “Know/Need to Know” list of comments or questions. Rotate through teams and answer questions about the project. By the end, they should all

Subject

Social Justice



Grade

7th-12th

Time

60 – 90 minutes

Materials

- Rubric
- Team Contract
- Introduction Letter

Unit and Lesson Standards

Social Studies:

- HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States.
- HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.
- HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.
- HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.
- HS.60. Analyze an event, issue, problem, or phenomenon from

understand what outcome you want, what skills will be taught along the way, and when it is all due.

Classroom Activity (30-45 min)

Next, distribute the Team Contract, and have students read through, completing all possible sections before the start of work. If you are only allocating one or two days to work-time and completion, you may find the contract too much of a time commitment. However, if this is your big research project for the year, with three or more days given just for research, development, and revision, than this should be considered. The key part is getting students to adopt the different roles, focusing on a task in a targeted work groups, and honing in on the part of the rubric that most applies to them. Additionally, the contract gives a way for students to discuss expectations beforehand, commit to a goal, and set procedures for addressing team members who fail to meet these goals. If you've had students turn on each other at the end of a project, you know how much avoiding this means. Having an early check-point or two helps test these team commitments early, especially if each member has to actually produce work for those checkpoints. For example, the Visuals Role should have to identify their images by the end of the first day of research, while the Speaker should have to create an outline of slides, listing each topic they hope to find in their research, while the Researcher needs to identify two usable sources. If someone fails to reach their deadline, the team follows protocol for considering firing. Once the team completes their contract, it is best to have one specific task for each role to accomplish, letting them begin their work before focusing in on the scoring rubric. While the Rubric should become their guide for the remainder of the project, too much may have been read and processed in this lesson for the Rubric to be meaningfully engaged.

Conclusion (5-10 min)

Pending timeframe, you may assign out-of-class research and set a benchmark for what should be prepared for the next class period. Additionally, tell students to plan for a role-specific workshop at the beginning of lesson 1.7, as this will help to encourage students to share out what they've found and where they are struggling.

varied or opposing perspectives or points of view.

- HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.