Catalina Charles

AP Government Research Techniques Lesson Plan

September 18, 2009

**Topic: Finding Resources Beyond Google**

Grade Level: 12th Grade

Subject: AP Government

Estimated Time- (1) -45 minute period- Teacher led instruction to provide alternate search tools; 2 periods devoted to individual student research

**Rationale:** Studentsmust be able to find relevant accurate resources through multiple search tools. Many students depend on search engines such as Google and Ask.com to readily find information. They need to be aware of the various other options available beyond these interfaces. The challenge today is that many students go to college and are not familiar with database resources and therefore have difficulty in their college classes. Students will take on the task of using tools they may not feel comfortable with to gain knowledge of new possibilities when conducting research.

**Standards:**

*State and National Standards:*

NT.K-12.5 Technology Research Tools

* Students use technology to locate, evaluate, and collect information from a variety of sources.
* Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

*New York State Standards:*

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

*Standards for the 21st Century*

Standard 1: Inquire, think critically, and gain knowledge.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.2.3 Demonstrate creativity by using multiple resources and formats.

**Collaboration:**

September 8th, 2009: I approached Ms. Siesel regarding a possible collaboration opportunity. She agreed to work me to develop a lesson.

September 15th, 2009: Ms. Siesel gave me copies of the students’ first draft of speeches for review.

September 17th, 2009: Met with Ms. Siesel to complete Lesson Integration Form. Materials for lesson discussed and agreed upon.

September 21st, 2009: Ms. Siesel gave me a copy of the rubric she will use to grade the students’ speeches.

September 30th, 2009: Discussed how the lesson went (there was a substitute teacher in the day of my lesson). Also discussed when the final speeches will occur.

**Goal:**

Students will understand the importance of using multiple search tools to fulfill informational needs.

**Objectives:**

* Students will be able to locate resources using multiple search tools.
* Students will be able to identify and utilize search engines for research purposes.
* Students will be able to define and utilize the Invisible Web for research purposes.

**Role:**

When students graduate from the high school environment and enter the next phase of their lives, they need to be equipped with the necessary resources to locate information that meets their individual educational needs.

**Audience:**

The students in this assignment are working for themselves in order to support their ideas. Their final speeches will be analyzed by a group of their peers and the AP Government teacher.

**Materials/ Resources**:

* Smart Board
* PPT Presentation on Searching Beyond Google
* Bookmark on Databases available in LMC for each student
* Bookmark on CARRDSS for each student
* Resource List
* PPT handouts for each student

**Introduction/ Motivation**:

The class has already had one lesson with Ms. Siesel in which they were asked to choose a topic of importance to them that they would like to write a speech on. They then wrote a rough draft of their speech without any supporting research to back up their viewpoints. Topics they chose include assisted suicide, the right to bear arms, abortion, and universal healthcare.

At the beginning of the period I will discuss the first drafts of their speeches. We will discuss how difficult or easy it was for them to write the speeches without having to do any research ahead of time. We will discuss that there are many ways to do research to find information to support your topic. I will survey the students to determine what their searching preferences have been to this point. But did you know how many other options there are to choose from.

**Procedures:**

* After the introductory discussion with the class, I will show them the power point presentation on searching with alternate search tools. I will distribute the handouts for the PPT at this time. Students will take notes on the handouts.
* We will cover search engines, meta-search engines, and the Invisible Web. We will then discuss the various databases that are available through the LMC.
* Distribute the Bookmarks on the databases available.
* Briefly discuss the CARRDSS bookmarks for them to think about while they locate resources for their project.
* Lastly, distribute the Resource List to be filled out by the student when they are using various search tools. Explain the purpose of the sheet. Google Scholar is acceptable because it accesses the Invisible Web.
* Allow the rest of the period and the next days class period for research and re-write of their speeches.
* The students will then be given a Resource sheet to record the resources they used to support their speeches. This will serve as the assessment piece.

**Adaptations:**

There are no special needs in this particular class therefore no modifications are necessary.

**Assessment:**

Assessment will occur when the students complete their speeches and the Resource List. I will evaluate whether the students used the resources discussed in class and how those resources benefited the rewrite of their speeches. A rubric will be used to evaluate the amount of and relevancy of resources used.

Rubric- Research Report : 12th Grade Research Tools

 Teacher Name: Ms. Charles

 Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 4 | 3 | 2 | 1 |
| Sources | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. |
| Internet Use | Successfully uses suggested internet links to find information and navigate within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use suggested internet links and/or to navigate within these sites. |
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |