

Cecil County Public Schools
Foreign Friends

Library Media
3rd Grade Research Project



Developed by:

Bridget Cook
Jennifer Harner
Pam Hartzell
Robert Humes
Rosemary Meece
Shannon Mellott

DRAFT:
Summer 2009

Unit Cover Page “Foreign Friends”

Unit Title: Foreign Friends (Note: Written to be used with Australia/China but can be used with any country.)

Grade Level: 3

Subject/Topic Area(s): Research Cycle

Time frame: 6-7 weeks

Theme:

In-depth knowledge of resources allows you to find information effectively and efficiently.

Focus:

Non-fiction materials help you find information about a topic.

Unit Overview:

The goal of this unit is for students to work through the research process to gather information effectively about a foreign country.

Students will be presented with the following scenario:

A foreign exchange student is coming to your school and will be living in your community for several weeks. He has never been to a foreign country before and is very curious about Cecil County. Drawing on what you have learned this year in social studies about communities, you will research the culture of his home country. Then you will send a webcast to him, explaining the ways in which Cecil County is like his home and the ways in which it is different.

Desired Results

Students will understand the following concepts:

- The role of nonfiction resources in research.
- The purpose of graphic organizers.
- Intellectual property rights.

Students will understand the following generalizations:

- Nonfiction resources provide information.
- Information can be organized and presented in various ways.
- Copyright protects the right to control distribution, performance, display or copying of original works.

What essential questions will guide the unit and focus teaching/learning?

- How can the research process help us to compare and contrast different cultures?

Desired Results

Content Standards:

Indicators:

- 1.2 Form questions based on identified information needs
- 1.3 Identify a wide range of information sources
- 1.4 Develop successful information-seeking strategies
- 1.5 Acquire information from varied sources that address multiple contexts and cultures

- 2.2 Evaluate content form print, visual, audio and electronic media for relevance

- 3.1 Record pertinent information
- 3.3 Synthesize information
- 3.4 Communicate results

- 4.3 Respect intellectual property rights

- 7.1 Work cooperatively with others, in person or remotely, to identify personal or curricular information needs

Overview of Assessments

Assessment #1 - (Lesson #2)

Indicators:

- 1.2 Form questions based on identified information needs
- 1.3 Identify a wide range of information sources

Task Overview:

- Quiz will require students to differentiate between open and closed questions, create questions, identify resources, and list the steps of the research cycle.

Grading:

- Point values for each question are listed on the worksheet.

Assessment #2 – (Lesson #4)

Indicators:

- 1.4 Develop successful information-seeking strategies
- 1.5 Acquire information from varied sources that address multiple contexts and cultures

- 2.2 Evaluate content form print, visual, audio and electronic media

- 3.1 Record pertinent information

- 4.3 Respect intellectual property rights

Task Overview:

- “Gathering” section of the Research Workbook “Foreign Friends” will contain correct facts and correct citation information

Grading:

- Point values for each piece of required information are listed in the booklet.

Assessment #3 – (Lesson #6)

Indicators:

- 3.3 Synthesize information
- 3.4 Communicate results

- 4.3 Respect intellectual property rights

Task Overview:

- Students will create an informative webcast

Grading:

- Rubric with point values for different aspects of the webcast

Student Content Knowledge

Declarative Knowledge (What students will learn)

- Students will understand that factual questions have distinct purposes and forms.
- Students will understand the relationship between research questions and notes
- Students will understand the purpose and organization of a database (*CultureGrams*).

Procedural Knowledge (What students should be able to do)

- Students will form an appropriate research question.
- Students will locate facts to answer their questions in print and digital sources.
- Students will record relevant facts
- Students will synthesize information from various sources
- Students will create a webcast.

Lesson 1

Content Standards/Indicators:

- 1.2 Form questions based on identified information needs
- 7.1 Work cooperatively with others, in person or remotely, to identify personal or curricular information needs

Assessments:

- Exit Card: On an index card, or half sheet of paper, students will form closed questions about Australia/China that include question words (focusing on who, what, where, and when questions), the topic, and question mark.

Dimensions of Learning:

- Dimension 2a – Acquire and Integrate Declarative Knowledge

Resources/Materials:

- Research Workbook
- Paper/pencil
- Index cards
- Poster of Research Cycle
- Poster of “House of Questions”

Activities:

Whole Group:

- ◇ Read the scenario to the class to introduce the research project.
- ◇ Activate prior knowledge from social studies about communities. [In social studies, the important elements of communities are **location, change over time, citizens, resources and government**. These correspond closely to the country subcategories in the Kids’ version of *CultureGrams: People and Places, History, Lifestyle, Resources and Government*. These labels will be used as categories on the worksheet “Comparing Our Communities” in Lesson 5.]
- ◇ Distribute the research booklet, “Foreign Friends.” (Appendix 1)
- ◇ TAPF and complete as whole group.
- ◇ Introduce step 1 of the Research Cycle.
- ◇ Discuss how to form the question and the difference between open and closed questions.
- ◇ As a whole group, use the common elements of communities to form several factual questions about Australia or China.

Small Group:

- ◇ In small groups form a record 4 research questions in the research booklet.

Whole Group:

- ◇ Groups share their best question with the class. Class verifies that the question include a required question word, the topic, question mark, geographic modifier if necessary, and that the question is answerable.

Closure:

Next week we will discuss what resources can be used to answer our research questions.

Needs groups:

Enrichment:

◇

Correctives:

◇ Teacher works with students/groups to refine questions.

Accommodations:

◇ Give question starters

Lesson Two

Content Standards/Indicators:

- 1.3 Identify a wide range of information sources

Assessments:

- 3rd Grade Research Quiz: *Beginning Research* (Appendix 2)

Dimensions of Learning:

- Dimension 2b: Acquire and Integrate Procedural Knowledge

Resources/Materials:

- Research Workbook
- Paper/pencil
- 3rd grade Research Quiz (Assessment #1)

Activities:

Whole Group:

- ◇ Explain moving from questioning to step 2: the planning stage. Introduce idea of multiple and varied sources.
- ◇ Have student brainstorm different resources while recording them – take all answers during brainstorming (Kidspiration, Smartboard, etc.)
- ◇ Discuss which resources would be best for the project. Discuss qualities of the different resource. (This could be done in small groups.)
- ◇ Cross off resources that are eliminated as possibilities.
- ◇ Discuss how to identify keywords in questions and explore synonyms for keywords.

Small Group:

- ◇ Students will select 4 resources from the compiled list of record in research workbook.
- ◇ Students will look at their research questions and list the key words. Next they will give a synonym of each key word.
- ◇ Students share their list of key words and synonyms.

Closure:

Now that we have selected the best resources, we will begin searching for our information next week.

Needs groups:

Enrichment:

- ◇ Students develop *brief* advertisements for various resources, describing the kinds of research to which they are best suited and “selling” points such as useful features.

Correctives:

- ◇ Give students a list of resources and what each resource is best used for.

Accommodations:

- ◇ Given 3 resources, students will select the best 2 and explain their reasoning.

Lesson Three

Content Standards/Indicators:

- 1.4 Develop successful information-seeking strategies.
- 2.2 Evaluate content from sources for relevance
- 3.1 Record pertinent information
- 4.3 Use title page to identify the author, title, and publisher

Assessments:

- Students will have at least 3 facts on their organizer and will cite at least one print resource.

Dimensions of Learning:

- Dimension 2a: Acquire and Integrate Declarative Knowledge

Resources/Materials:

- “Foreign Friends” Research Workbook – Step 3: Gathering from Nonfiction Books **OR** Step 3: Gathering from Encyclopedias
- Non-fiction books (about Australia or China) **OR** encyclopedias
- Paper/pencil

Activities:

Whole Group:

- ◇ Introduce Gathering stage. Students will use a graphic organizer to record notes about Australia or China that address each of their questions.
- ◇ Model using a nonfiction book or encyclopedia to find information
- ◇ Demonstrate how to locate bibliographic information

Small Group:

- ◇ Students will record 4 facts onto their organizer
- ◇ Fill out bibliography for each source used

Closure:

Today we used print resources to find information. Next week we will use electronic resources.

Needs groups:

Enrichment:

◇

Correctives:

- ◇ Have varied reading level books. Sentence starters

Accommodations:

- ◇ Record facts for students in their workbooks. Students point out bibliographic information

Lesson Four

Content Standards/Indicators:

- 1.5 Acquire information from varied sources that address multiple contexts and cultures
- 2.2 Evaluate content from sources
- 3.1 Record pertinent information
- 4.3 use title page to identify the author, title, and publisher

Assessments:

- Students will have 8 correct facts on their organizer and correct citations for at least one print and one electronic resource.
(Facts equal 2 points each, citation identifiers 1 point each – Total of 18 points)

Dimensions of Learning:

- Dimension 2a: Acquire and Integrate Declarative Knowledge

Resources/Materials:

- “Foreign Friends” Research Workbook – Step 3: Gathering from Digital Database
- Paper/pencil
- *CultureGrams*

Activities:

Whole Group:

- ◇ Review gathering stage. Students will use a graphic organizer to record notes about Australia or China that address each of their questions
- ◇ Model using *CultureGrams*. Demonstrate the parallels between the subcategories for countries and the elements of communities addressed in social studies. Connect the relationship between the terms to the use of synonyms for keywords
- ◇ Demonstrate how to locate bibliographic information

Small Group:

- ◇ Using *CultureGrams*, students will record 3-4 additional facts about Australia or China that address each of their questions
- ◇ Fill out bibliography for *CultureGrams*

Closure:

Today we used electronic resources to find information. Next week we will put all of our facts together.

Needs groups:

Enrichment:

- ◇ Allow use of Advanced (“World”) version of *CultureGrams*.

Correctives:

- ◇ Use speech feature of computer. Sentence starters

Accommodations:

- ◇ Record facts for students in their workbooks. Students identify bibliographic information by highlighting it on the screen.

Lesson Five

Content Standards/Indicators:

- 3.3 Synthesize information
- 3.3.1 Integrate new information with prior knowledge
- 3.3.2 Draw conclusions which address the identified question or information need
- 5.2 Suggest strategies for improving the process

Assessments:

- Completed script with 4 facts for webcast. Script includes opening and closing sentence.

Dimensions of Learning:

- Dimension 3 Extending and refine knowledge

Resources/Materials:

- Research workbook
- Paper/pencil

Activities:

Whole Group:

- ◇ Introduce Synthesizing: Begin a discussion about the connection between questions in step 1 and the facts they have gathered from their resources.
- ◇ Distribute the graphic organizer “Comparing our Communities.” (Appendix 3)
- ◇ Elicit background knowledge from the class about Cecil County as a community. Fill in the responses as a whole group.
- ◇ Demonstrate how to synthesize notes about (Australia or China) from multiple sources into a complete sentence with original wording.

Individual:

- ◇ Students will use their notes to complete the graphic organizer “Comparing our Communities”
- ◇ Students will use the completed graphic organizer “Comparing our Communities” to begin writing a short script for the webcast

Closure:

Now that our information is organized, our next step is to produce our webcast.

Needs Groups:

Enrichment:

Correctives:

- ◇ Paragraph frame, scribe

Accommodations:

- ◇ Students record their script which is later transcribed for student use

Lesson 6

Content Standards/Indicators:

- 3.4 Communicate results

Assessments:

- Completed webcast

Resources/Materials:

- Research Workbook
- Paper/pencil

Activities:

Whole Group

- ◇ Demonstrate how to record a webcast
- ◇ Model how to “praise and polish” a student’s presentation

Individual:

- ◇ Students will record their webcast. When they are not recording, they will be polishing their own script or watching and analyzing the webcasts of the other students

Suggested procedure for making the webcast:

- ◇ Use “Photobooth” to create the webcast. This can be done using a laptop set up in the media center. Laptop must have a camera. Webcast can also be made using a video camera.

Closure:

Discuss other formats that could have been used for the final product. What were the advantages of making a webcast? Disadvantages? Lead students to the understanding that a webcast is a good format to use because people can hear the information and see the person delivering the information at the same time.

Needs Groups

Enrichment:

- ◇ Students will brainstorm and select a prop to enhance their presentation, describing its purpose and projected effectiveness. Then students will critique the result.

Correctives:

- ◇ Use large font for the script and practice with student.

Accommodations:

- ◇ Student can give short answers to questions posed about Australia/China, rather than record a written script.

Name _____ Class _____

Third Grade Research Packet

Foreign Friends

A foreign exchange student is coming to your school and will be living in your community for several weeks. He has never been to a foreign country before and is very curious about Cecil County. Drawing on what you have learned this year in social studies about communities, you will research the culture of his home country. Then you will send a webcast to him, explaining the ways in which Cecil County is like his home and the ways in which it is different.

RUBRIC for Webcast

1. Your script contains 4 correct comparisons between Australia/china and Cecil County _____pts. out of 4
2. Your script contains an opening sentence. _____pt. out of 1
3. Your script contains a closing sentence. _____pt. out of 1
4. You spoke loud enough to be heard by all listeners. _____pts. out of 3
5. You spoke clearly enough to be understood by all. _____pts. out of 3
6. You had good eye contact with the camera. _____pts. out of 2

Step 1: Questioning

What will my final product be?

Topic: _____

Audience: _____

Purpose: _____

Therefore – Format: _____

The first step as you begin to research is Questioning. Researchers think about the things they already know about a topic. Next, they form questions about what they need to discover in order to complete the project. These questions guide their research.

What do you need to learn about the culture of [Australia or China] in order to complete the assignment?

My Questions:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Step 2: Planning

A. During planning, you decide which resources will best answer your questions.

List 4 resources you can use to answer your questions

- 1. _____
- 2. _____
- 3. _____
- 4. _____

B. During planning, you also need to identify the keywords in your questions.

Your Keyword

Synonym(s)

Step 3a: Gathering

Directions: Using a **Nonfiction book**, write down 4 facts that will answer your questions. These facts will be used when you compare countries and make your webcast.

1.

Answers Questions 1 2 3 4

2.

Answers Questions 1 2 3 4

3.

Answers Questions 1 2 3 4

4.

Answers Questions 1 2 3 4

5.

Answers Questions 1 2 3 4

Bibliography:

Title: _____

Author: _____

Publisher: _____

Copyright Date: _____

Step 3b: Gathering

Directions: Using an **Encyclopedia**, write down 4 facts that will answer your questions. These facts will be used when you compare countries and make your webcast.

1.

Answers Question 1 2 3 4

2.

Answers Question 1 2 3 4

3.

Answers Question 1 2 3 4

4.

Answers Question 1 2 3 4

5.

Answers Question 1 2 3 4

Bibliography:

Title: _____

Author of Article: _____

Publisher: _____

Copyright Date: _____

Step 3c: Gathering

Directions: Using a **Digital Database**, write down 4 facts that will answer your questions. These facts will be used when you compare countries and make your webcast.

1.

Answers Question 1 2 3 4

2.

Answers Question 1 2 3 4

3.

Answers Question 1 2 3 4

4.

Answers Question 1 2 3 4

5.

Answers Question 1 2 3 4

Bibliography:

Title of Article: _____

Title of Database: _____

Publisher: _____

Copyright Date: _____

URL: _____

Date of Access: _____

Step 6: Evaluating

During this step, researchers make sure that they have met their goal and have created a product that answers the questions formed in step one.

- | | | |
|---|-----|----|
| • Do I have all the information that I need? | Yes | No |
| • Did I use my own words to tell the information? | Yes | No |
| • Did I cite my sources? | Yes | No |

Use the lines below to explain how you did or did not meet the goal on this report.

Step 7: Producing

Using your synthesized information, produce a webcast to be sent via the Internet to the exchange student coming to your school.

Name _____ Teacher _____

Third Grade Research Unit – Foreign Friends – Lesson 2
Beginning Research Quiz

1. What is a “closed” question? (3 points)

2. Circle the two closed questions from this list. (2 points)

- Where is Australia?
- Why should people visit Australia?
- What language do they speak in Australia?

3. Write two closed questions that you have about Australia. (2 points each)

- _____
- _____
- _____

4. Write down 2 resources that you could use to find the answers to your questions. (2 points)

- _____
- _____

5. Write down the first 3 steps of the Research Cycle: (3 points)

- _____
- _____
- _____

CCPS Media Indicator: 1.2 Form questions based on identified information needs

CCPS Media Indicator: 1.3 Identify a wide range of information sources

Third Grade Research Unit – Foreign Friends – Lesson 5
Comparing our Communities

Directions: After your class has filled in the information about Cecil County together, use your notes taken from print and digital resources to complete the section for the country you have researched. You will use the information on this worksheet to write the script for your webcast.

	Cecil County	Australia or China
Location OR People and Places		
Change Over Time OR History		
Citizens OR Lifestyle		
Resources		
Government OR Society		
Cultural Facts		

CCPS Library Media Indicator 3.3.1: Students will integrate new information with prior knowledge.