

Cecil County Public Schools
Save Our National Park

Library Media
4th Grade Research Unit



Developed By:
Pam Hartzell
Bob Humes
Jenny Seifried

DRAFT
August 2007

Unit Cover Page **“Save Our National Park!”**

Unit Title: Research Unit – Save our National Park!
Grade Level: 4th

Subject/Topic Area(s):

Research Cycle (Questioning, Information Sources, Searching, Information Gathering, Synthesizing, Reporting)

Timeframe:

5 lessons – 8 weeks

Theme:

Using information to be persuasive

Focus:

Completing the research cycle
Using information to be persuasive

Unit Overview:

The goal of this unit is for students to use research workbooks to complete the entire research cycle and create a persuasive presentation as a product.

Desired Results

Students will understand the following concepts:

Research questions
Information resources
Evaluation
Relevance
Organization
Synthesis
Communication

Students will understand the following generalizations:

TSW understand that the research cycle is a way to guide our thinking during the research process.

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

How can we locate and use the best information to persuade someone to consider our argument and adopt our position?

Desired Results

Content Standards:

Indicators:

- 1.1 – define the need for personal or curricular information
- 1.2 – form questions based on an information need
- 1.3 – identify a wide range of information sources
- 1.4 – develop successful information seeking strategies
- 1.5 – acquire information from varied sources
- 2.2 – evaluate content from sources
- 2.3 – select appropriate information
- 3.1 – record pertinent information
- 3.2 – organize information to achieve clarity
- 3.3 – synthesize information
- 3.4 – communicate results
- 7.2 – work cooperatively with others

Following pre-assessment, the teacher may need to revise outcomes or add additional outcomes to meet the needs of students. The unit will then need to be modified accordingly.

Overview of Assessments

Formative Assessment #1: The Questioning Stage

Time Frame: 1 class period

Outcomes Assessed:

- 1.1 – define the need for personal or curricular information
- 1.2 – form questions based on an information need

Task Overview: Students will independently generate three quality research questions related to their topic.

Formative Assessment #2: The Planning Stage

Time Frame: 1 Class Period

Outcomes Assessed:

- 1.3 – identify a wide range of information sources

Task Overview: Students will select and justify three appropriate information sources to use when beginning their information gathering.

Formative Assessment #3: The Gathering Stage

Time Frame: 3 class periods to work

Outcomes Assessed:

- 1.5 – acquire information from varied sources
- 2.2 – evaluate content from sources
- 2.3 – select appropriate information
- 3.1 – record pertinent information
- 3.2 – organize information to achieve clarity

Task Overview: Students will organize information on a graphic organizer with appropriate and pertinent information from varied sources.

Summative Assessment: Creating A Persuasive Video

Time Frame: 2 class periods

Outcomes Assessed:

- 3.4 – communicate results

Task Overview: Students will create a persuasive video encouraging the government to continue funding their chosen National Park.

Other Assessments:

- Teacher observation of group work
- Student self-assessment
- Student assessment of other group members

Student Content Knowledge

Declarative Knowledge (What students will learn)

- The student will learn that specific question words correspond to specific purposes for asking questions.
- The student will learn that resources are designed to answer specific kinds of information needs.
- The student will learn that effective questions form connections to pertinent information within relevant resources.
- The student will learn that organizing information improves its clarity.
- The student will learn that information from many different resources can be synthesized to create an original product that addresses identified questions or information needs.

Procedural Knowledge (What students should be able to do)

- The student will create effective research questions.
- The student will locate and select relevant resources.
- The student will locate and select relevant, pertinent information.
- The student will organize selected information for clarity.
- The student will synthesize information to create a final product that meets the information need.

Performance Task

What student products/performances will provide evidence of desired understandings?

Students will create a persuasive video urging the government to continue funding their chosen National Park.

By what criteria will students/products/performances be evaluated?

Students will be evaluated on their ability to use relevant, appropriate information in a persuasive way. They will be evaluated on their ability to explain why their park is special and should be saved as well as their ability to convey the message.

What type of scoring tools will be used for evaluation?

	3 points	2 points	1 point	0 points
Persuading	The words you chose were always convincing and persuading	The words you chose were mostly convincing and persuading	The words you chose were somewhat convincing and persuading	You did not choose words that were convincing and persuading
Reasons Your Park Is Special	You explained three or more reasons your park is special and should be saved	You explained two reasons your park is special and should be saved	You explained one reason your park is special and should be saved	You did not explain why your park is special and should be saved
Supporting Your Information	You supported all three reasons your park should be saved	You supported two of your reasons the park should be saved	You supported one of your reasons the park should be saved	You did not support any of your reasons your park should be saved
Speaking	We can understand all your words while you're speaking	We can understand most of your words while you're speaking	We can understand some of your words while you're speaking	We couldn't understand your words while you were speaking

Teaching Techniques / Learning Experiences

What sequence of teaching and learning experiences will equip students to develop and demonstrate desired understandings?

By opening the research unit on National Parks with the given scenario and rubric, students will know what they are expected to produce at the completion of the project. The student research workbook will allow students to work sequentially through the research cycle and will demonstrate how each step builds upon those before it.

Lesson Plan

Lesson 1

Content Standards/Indicators:

- 1.1 – define the need for personal or curricular information
- 2.3 – select appropriate information
- 7.2 – work cooperatively with others

Assessments:

Teacher observation of group work

Dimensions of Learning:

- Dimension 1 – Attitudes and Perceptions
- Dimension 2 – Acquire and Integrate New Knowledge
- Dimension 3 – Comparing and Classifying
- Dimension 4 – Decision Making
- Dimension 5 – Productive Habits of Mind

Resources/Materials:

Copy of Grolier Online article about National Parks
Print encyclopedia articles about National Parks (World Book & Student
Discovery Encyclopedia have articles)
Index cards
Pencils
Copies of Frayer Model (See appendix)

Activities:

Whole Group:

- Introduce the topic of National Parks
- Divide National Park article between groups.

Small Groups:

- Students read their assigned section of the National Park article. They select three important facts they believe the class should know about National Parks that are found in their section.
- Share
- Complete Frayer Model Diagram in small groups

Closure:

Complete Frayer Model Diagram on overhead with suggestions from small groups

Needs groups:

Enrichment:

- Those students who are familiar with the concept of a National Park can brainstorm National Parks they are familiar with.

Correctives:

- Help students fix incorrect pieces of Frayer Model Diagram

Accommodations:

- Small groups may be arranged to help all students participate and/or make best use of available paraprofessionals
- Use “Student Discovery Encyclopedia” for easier text

Lesson Plan Lesson 2

Content Standards/Indicators:

- 1.1 – define the need for personal or curricular information
- 1.2 – form questions based on an information need

Assessments:

Formative Assessment #1 will assess students' ability to create high quality research questions with modifiers. Formative assessment #1 is the students' starred questions in the questioning section of their research workbook.

Dimensions of Learning:

- Dimension 1 – Attitudes and Perceptions
- Dimension 2 – Acquire and Integrate New Knowledge
- Dimension 3 – Comparing and Classifying
- Dimension 4 – Decision Making
- Dimension 5 – Productive Habits of Mind

Resources/Materials:

Research workbooks
Pencils
Transparency with teachable questions (see appendix)

Activities:

Whole Group:

- Introduce project – pass out packets, review prompt and rubric
- On overhead or presenter, show students a list of sample questions (see appendix)
- Ask students which questions they think are the better questions and why
- Describe what makes quality questions (precise keywords and modifiers, that relate to the topic; *questions words that relate to the purpose.*)
- Have students brainstorm a few questions they would need to answer to complete their task using “our park” as the modifier and record them on the overhead
- Discuss which questions are good questions, work as a class to modify other questions to make them good questions
- Randomly assign park to each group

Small group:

- Students should work in their research groups to create several research questions.

Closure:

- Students should star three questions they feel are high quality for the teacher to grade in their research packet.

Needs groups:

Enrichment:

- Create additional questions focusing on higher-level thinking
- Have students use questioning dice or matrix to help generate deeper questions.
- Begin planning a graphic organizer to gather information.

Correctives:

- Give students question dice or questioning matrix if they are having difficulty generating research questions.

Accommodations:

- Small groups may be arranged to help all students participate and/or make best use of available paraprofessionals

Lesson Plan Lesson 3

Content Standards/Indicators:

- 1.3 – identify a wide range of information sources
- 1.4 – develop successful information seeking strategies

Assessments:

Formative assessment #2 assesses students' ability to select varied resources to use when locating information. Formative Assessment #2 is students' starred responses in planning section of their research workbook.

Dimensions of Learning:

- Dimension 1 – Attitudes and Perceptions
- Dimension 2 – Acquire and Integrate New Knowledge
- Dimension 3 – Comparing and Classifying
- Dimension 4 – Decision Making
- Dimension 5 – Productive Habits of Mind

Resources/Materials:

- Research Workbooks
- Blank transparency and overhead marker
- Transparency of keyword questions (see appendix)

Activities:

Whole Group:

- Explain movement from questioning to planning stage
- Introduce idea of various sources
- Have students brainstorm different resources while recording them on the overhead – take all answers during the brainstorm session
- Discuss as a group why the different resources listed during the brainstorm session would be good or bad sources to use for this project – talk about the qualities of the different resources
- Organize – sources available in the school media center versus harder to access sources
- Cross off resources that are eliminated as possibilities

Small Group:

- Discuss resources they want to use when researching their park for this project.
- Select five to fill in the blanks in the research booklet

Closure:

Students should star three sources they feel are good choices. On the back of the planning paper, they should explain for each one why they feel it is a good choice for this project

Needs groups:

Enrichment:

- For the resources that are not readily available through the school media center, they can plan a course of action to gather the information such as how to contact a reputable source to interview
- Use electronic and print resources to ensure the chosen keywords will be effective when searching.

Correctives:

- Continue the conversation about the brainstormed sources on the overhead. Use probing questions to remind them which sources were positively mentioned during the discussion.

Accommodations:

- Small groups may be created to ensure everyone can participate and to make best use of any available paraprofessional.

Lesson Plan

Lesson 4 (Multiple class periods)

Content Standards/Indicators:

- 1.5 – acquire information from varied sources
- 2.2 – evaluate content from sources
- 2.3 – select appropriate information
- 3.1 – record pertinent information
- 3.2 – organize information to achieve clarity

Assessments:

Graphic organizers will be assessed to ensure that students chose appropriate, pertinent information from various sources and organized it to achieve clarity.

Dimensions of Learning:

- Dimension 1 – Attitudes and Perceptions
- Dimension 2 – Acquire and Integrate New Knowledge
- Dimension 3 – Comparing and Classifying
- Dimension 4 – Decision Making
- Dimension 5 – Productive Habits of Mind

Resources/Materials:

Research workbooks
Transparency with keyword questions (see appendix)
Blank transparency
Focused web page with National Park Links and other appropriate electronic resources

Activities:

Whole Group:

- Brainstorm on overhead – what kinds of information will be useful as we try to save our park?
- Leave brainstorm web on overhead as students gather
- Quick review – bibliography

Small groups:

- Use sources to gather information
- Rotate between technology and print resources as available
- Fill out bibliography for each source accessed

Individually:

- Record information on graphic organizer

Closure:

As each class period ends, the groups will write down where to begin when the next class starts.

Needs groups:

Enrichment:

- Groups can access and utilize higher level resources
- Provide opportunity to search for additional electronic resources

Correctives:

- Help groups find sources they can read/comprehend.
- Ensure recorded facts are pertinent and appropriate.
- Provide a graphic organizer frame

Accommodations:

- Easier sources for low readers
- Reading to the lower level readers
- Using assistive technology to read aloud for lower level readers or sight impaired students

Lesson Plan

Lesson 5 (Multiple class periods)

Content Standards/Indicators:

3.3 – synthesize information

3.4 – communicate results

Assessments:

Students will create a persuasive video encouraging the government to continue funding their national park.

Dimensions of Learning:

Dimension 1 – Attitudes and Perceptions

Dimension 2 – Acquire and Integrate New Knowledge

Dimension 3 – Comparing and Classifying

Dimension 4 – Decision Making

Dimension 5 – Productive Habits of Mind

Resources/Materials:

Research workbooks

Blank paper

Video camera

Tapes

Video camera batteries (charged)

Tripod

Podcasting links if necessary

Activities:

Small groups:

- Write script
- Rehearse
- Tape – audio or visual

Closure:

Students will complete self evaluation and evaluation of group members found in evaluation section of their research packet.

Needs groups:

Enrichment:

- Assist others with technology troubleshooting.

Correctives:

- Provide frame for writing the script

Accommodations:

Material Choices

- Access to Grolier
- Access to United Streaming
- Print Encyclopedia
- Trade books about National Parks if available
- Research Packets
- Overhead
- Set of transparencies (see appendix)
- Questioning dice or questioning matrix (see appendix)
- Blank transparencies
- Blank paper
- Camcorder
- Tapes
- Camcorder battery (charged)
- Computer for voice recording if necessary

Theme Activities

Initiating Activity:

Students are introduced to the concept of National Parks using an encyclopedia article and the Frayer Model diagram. This models the use of an encyclopedia to build background knowledge and allows students to truly understand the concept of a National Park before beginning the task.

Culminating Activity:

Students create a persuasive video encouraging the government to continue funding their National Park.

Enrichment Activities:

Students can visit National Park websites and participate in online field trips to more immerse themselves in their park's history.

Correctives/Reteaching Suggestions:

During each activity, discuss correct and incorrect answers and why they are correct and incorrect or how to improve the answer.

Cross-Curricular Connections

Language Arts

- Listening
- Reading
- Graphic Organizers
- Comprehension of written, spoken, print, and electronic text
- Speaking

Social Studies

- Regions of the United States
- History
- Geography

Social and Psychological Principles

- Collaborating in groups

Technology

- Using technological media formats
- Creating a technological product

Classroom Environment

The media classroom will be set up in such a way that students will be able to work in collaborative groups for this unit. During production of the final product, there will be an area in the classroom for students to tape their persuasive video.

Home-School Connections

Assessed activities will have outcomes/indicators labeled at the bottom of each paper to inform families of how students are being assessed in Media class.

Future Planning

Evaluation

After completing the unit, the media specialist will complete an evaluation relating to the effectiveness of the unit as a whole as well as smaller pieces. The gathered information will be used to adjust the unit as needed for the following year. The evaluation page will include the following questions:

- Which strategies and procedures successfully addressed the outcomes?
- Which activities elicited a positive response from students?
- Which activities did you feel comfortable teaching?
- Which activities would you adjust or delete in the unit?
- Would you adjust the pacing of the lessons / activities?
- Which outcomes need to be readdressed in whole, small, or needs groups?
- What new material do you plan to incorporate in the future?
- Where the formative and summative assessments appropriate for the developmental level?

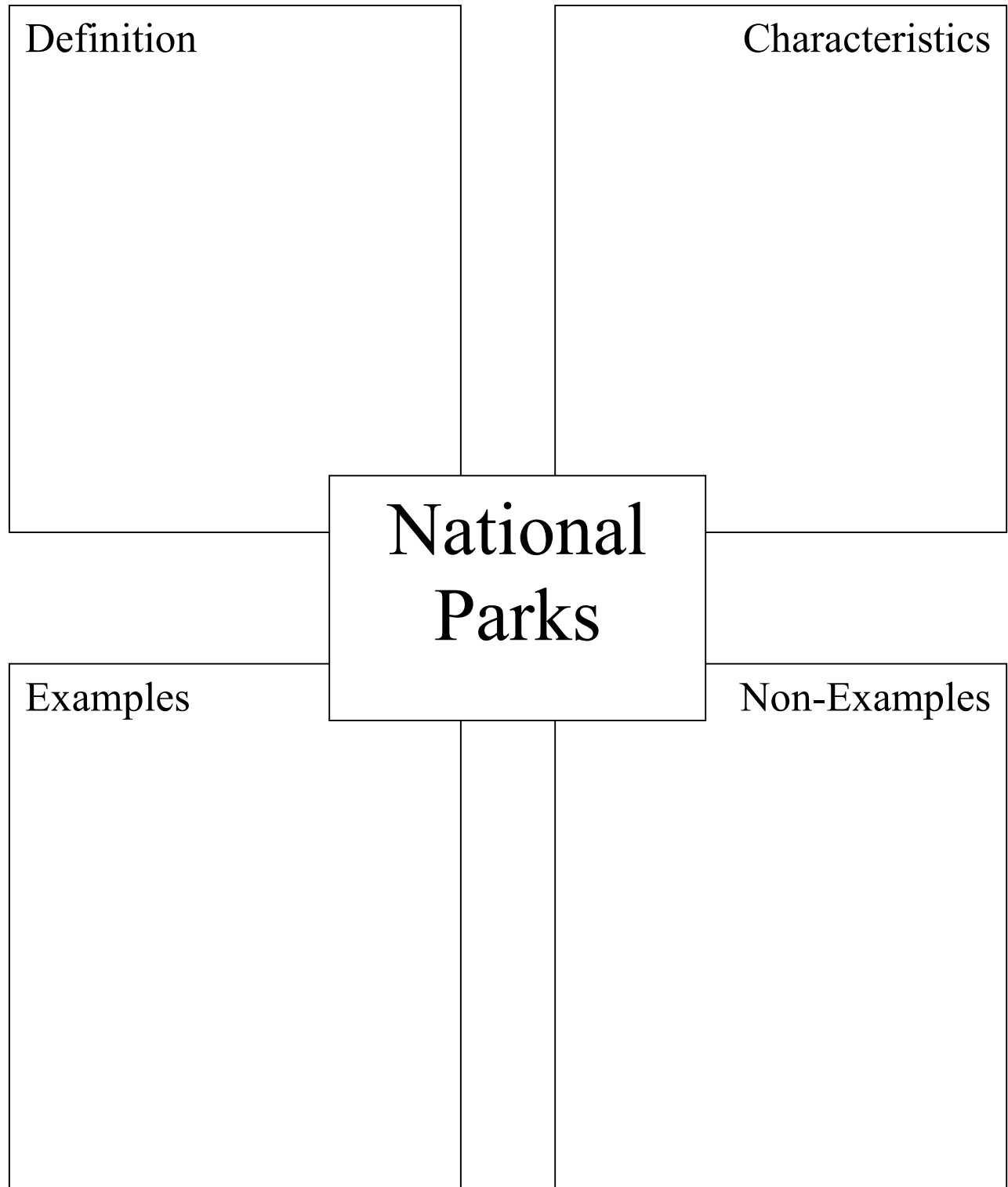
Goal Setting

Based on the results of the survey, the unit will be revised and adapted as needed.

Appendix

Content

Fayer Model
Prompt and Rubric
Research Workbook
Creating Research Questions
Using Keywords
Product Frame



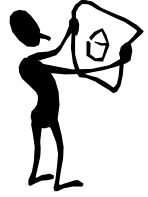
Name _____ Class _____

To save money, the government is thinking about cutting the budget of the National Park System. Your team works for the National Park. Make a commercial with your group to show the government why your National Park is special and why they should continue funding your park.

	3 points	2 points	1 point	0 points
Persuading	The words you chose were always convincing and persuading	The words you chose were mostly convincing and persuading	The words you chose were somewhat convincing and persuading	You did not choose words that were convincing and persuading
Reasons Your Park Is Special	You explained three or more reasons your park is special and should be saved	You explained two reasons your park is special and should be saved	You explained one reason your park is special and should be saved	You did not explain why your park is special and should be saved
Supporting Your Information	You supported all three reasons your park should be saved	You supported two of your reasons the park should be saved	You supported one of your reasons the park should be saved	You did not support any of your reasons your park should be saved
Speaking	We can understand all your words while you're speaking	We can understand most of your words while you're speaking	We can understand some of your words while you're speaking	We couldn't understand your words while you were speaking

Our Park Is _____

2. Planning



What resources can you use to find the answers for your questions? (Don't just write book or computer, be specific)

1. _____
2. _____
3. _____
4. _____
5. _____

In the first blanks, write some key words you will look up to answer your question. Think about the main ideas of what you are researching. On the synonym blanks, list some related words you can use if your first ideas don't work.

Key word (noun!)

Related Terms or Synonyms

3. Gathering (Part 1)



Use this paper to create a graphic organizer! (Web? T-chart? Something else?) Then, gather your facts on your organizer.

Gathering (Part 2)



Record your sources using this **bibliography** sheet.

Books:

Title _____

Author _____

Publisher _____

Copyright Date _____

Copyright Place _____

Title _____

Author _____

Publisher _____

Copyright Date _____

Copyright Place _____

Title _____

Author _____

Publisher _____

Copyright Date _____

Copyright Place _____

Websites:

Title of site _____

URL of site_http:// _____

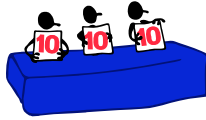
Title of site _____

URL of site_http:// _____

Title of site _____

URL of site_http:// _____

6. Evaluating



Check your questions. **Check** your rubric. Do you have everything you need to earn the best grade possible? If not, go back to gathering.

Complete this group evaluation form using the following rubric. Your responses are for your eyes and your teacher's eyes only.

A: This person used respect and stayed on task the whole time. They contributed a lot to our group. I would definitely choose to work with them again.

B: This person used respect and stayed on task most of the time. They contributed some to our group. I would probably choose to work with them again.

C: This person sometimes used respect and stayed on task. They contributed some to our group. I probably would NOT choose to work with them again.

D: This person did not use respect or stay on task. They did not contribute much to our group. I would NOT choose to work with them again.

<u>Your name:</u>	<u>Grade:</u>	<u>Why you chose this grade:</u>
<u>Group Member:</u>	<u>Grade:</u>	<u>Why you chose this grade:</u>
<u>Group Member:</u>	<u>Grade:</u>	<u>Why you chose this grade:</u>
<u>Group Member:</u>	<u>Grade:</u>	<u>Why you chose this grade:</u>

7. Producing



Create your commercial.

Use the rubric to make sure you include everything you need!

Creating Research Questions

- When was Maryland was founded?
- What's air?
- When is it landing?
- Who invented the umbrella?
- Where could I locate a wallaby?
- Why am I doing this?
- Is this good?
- When was it made?
- Where are the trails?
- How many animals?

Using Keywords To Begin A Search

- When was Maryland founded?
- What makes up Earth's atmosphere?
- When is the space shuttle landing?
- Who invented the umbrella?
- Where could I locate a wallaby in its natural habitat?
- Why is it important to have a good mechanic?
- What city in Maryland has the best air quality?
- What material was the first soccer ball made from?
- Where are the trails located in Yellowstone Park?
- How many species of animals can be found in Yellowstone?