Weekly Lesson Plans

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Week 1: Getting to Know You!

Objectives: The student will be able to...

- identify an area of interest that they would like to explore by completing a “Getting to know you” sheet with their college research assistant.
- develop their area of interest into a research question by completing a concept map

Standards: CCSS. ELA Literacy.W.6.7

“Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.”

Materials:

- Getting to Know You sheet
- Concept map sheet

Introduction: 20 min.

Introduce college research assistants and match up to students or student groups.

“We do research to learn more about things we are interested in, to help us answer questions, and also find evidence for arguments. Today we will be finding out what you’re interested in and what you’d like to research.”

Work time in groups to complete Getting to Know You sheets and chat with college assistants.

Development: 25 min.

“Looking at your sheet and thinking about what you just talked about, is there anything that jumps out at you as something you’d like to explore more?”

What we’re going to do next is think about how we can examine what we’re interested in from different angles. What do you want to learn about?

Work time in groups to brainstorm and complete concept maps

Closing: 10 min.

Recap by going around the room and having college research assistants introduce their student and what they’re interested in researching this semester.

Pack up materials.
Week 2: Finalizing Research Questions

Objectives: The student will be able to...

- create a research question and develop different angles/categories to explore answers

Standards: CCSS. ELA Literacy.W.6.7

“Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.”

Materials: none

Introduction: 20 min.

Last week we talked about research and why we might do it. Let’s review with a challenge:

Turn to your notebook pages and answer this question with exactly 12 words: Why do we do research?

Development: 25 min.

“As we just discussed, part of doing research is to answer a question. But in order to be an effective researcher, your question can’t be too big or too small, it needs to be ‘just right’—kind of like Goldilocks!”

Write/show a series of questions on the board (some very broad, some very narrow, some just right) and have students vote by showing hands.

Let’s turn to our concept maps. We’re going to finish up our research questions in our groups. Once you think yours is ready to go, let us know and we’ll make sure you’re all set.

Once you have your research question ready to go, it’s time to add it to your title slide in the back of your manual. You will also need to think of four categories for your question and add those to the top of the other slide pages.

Work time

Closing: 10 min.

Next week, we’re going to work on figuring out ways to find information about our research questions. Pack up!
Week 3: Developing Search Terms

Objectives: The student will be able to...

- Create a list of search terms for their topic

Standards: CCSS. ELA Literacy.W.6.7

“Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.”

Materials:

- Search term sheet
- List of words for synonym taboo
- Timer
- Thesauri

Introduction: 15 min.

What do we call words that mean the same things as other words, like “big” and “large”?

To help us find information we need to have good search words- we can’t search the same word again and again, we might be missing out!

To help think of search terms, it is a good idea to think of synonyms. Let’s start things off with a little competition to help us practice thinking of synonyms.

Taboo activity: one half of the room competes against the other. A volunteer from each team comes up to the front (one at a time), and write a word on the board behind them. Their teammates try to get the volunteer to guess the word by giving them synonyms. After 1 minute, switch teams.

Development: 35 min.

Now we’re going to think of search terms for your research.

Fill out sheets. Now pass to your left and you’ll have 30 seconds to see if you can think of synonyms for your neighbor’s terms. Use thesaurus to help.

Closing: 10 min.

Let’s take a look at what you’ll all be doing next week. Ask a student for one of their terms and plug it into a library database. Take a brief look at results, run search again with a synonym/related term. Compare.
Week 4: Using Library Databases

Objectives: The student will be able to...

- Compare databases with a general internet searching
- Locate public library databases and search for information related to their research question

Standards: CCSS. ELA Literacy.W.6.8

“Gather relevant information from multiple print and digital sources.”

Materials:

- “Database” boxes full of newspapers, magazines, photos
- “Internet” boxes full of random objects

Introduction: 15 min.

When we’re looking for information, one great place to look are databases. Pass out boxes.

At your table are two boxes, one represents the internet and one represents databases. You’ll have five minutes to look through what each box has and compare them.

Look through database box first for 5 minutes—then each table called upon to give their answers

Look through internet box next for 5 minutes—each table called upon to give their answers

Development: 35 min.

Today we’re going to be exploring information in the “database” box. This is quality information that normally you’d have to pay for, you couldn’t just get newspapers and magazines for free.

Lucky for us the public library pays for it for us! But we need to use a password. So follow along carefully.

Direct students step-by-step to library databases.

Before turning students loose, explain how to fill out powerpoint source sheet.

Work time

Closing: 10 min.

Pack up!
Week 5: Evaluating Information

Objectives: The student will be able to...

- Apply the CRAAP test to websites by completing a checklist and participating in a group activity

Standards: CCSS. ELA Literacy.W.6.8

“Assess the credibility of each source.”

Materials:

- CRAAP checklist from manual
- List of links: subject guide?

Introduction: 15 min.

Bring out the internet box from last week, and discuss how there is some good stuff in there, but also lots of crap!

How can we tell what’s crap? By doing the CRAAP test! Introduce the acronym.

Development: 30 min.

Group activity to practice applying the CRAAP test. One ipad per table with links.

Compare answers and discuss

Closing: 15 min.

Wordsplash: What did we learn today?

Write the following words on the board:

internet, research, evaluate, crap

Students will have 8-10 minutes to write a sentence or two that incorporate all of the words in a way that shows their understanding
Week 6: Internet Research

Objectives: The student will be able to...

- Apply the CRAAP test to websites by completing a checklist
- Locate information using previously developed keywords in an internet search

Standards: CCSS. ELA Literacy.W.6.8

“Assess the credibility of each source.”

“Gather relevant print information from multiple print and digital sources.”

Materials: none

Introduction: 10 min.

Review what CRAAP stands for. Have students read their wordsplash sentences from the review activity last week.

Development: 40 min.

Individual research time. Students will apply the CRAAP test to the websites they find.

Before they use the information from the site in their source cards, they will need to discuss with their research assistant or Gayle and Lindy whether they believe the site is credible.

Closing: 5 min.

Pack up!
Week 7: Plagiarism and Research Time

Objectives: The student will be able to...

- Define “plagiarism” and “cite”

Standards: CCSS. ELA Literacy.W.6.8

“Assess the credibility of each source.”

“Gather relevant print information from multiple print and digital sources.”

Materials: none

Introduction: 10 min.

Drawing “competition”:

- students have 5 minutes to draw the best snowman (or any other seasonal topic) and the winner as judged by the teacher will receive a prize. At the end during the “judging” a college student dramatically swoops in, snatches a drawing and presents to the teacher who awards the win.

Allow the students to cry foul and explain that what just happened is the same thing as plagiarizing.

Discussion on stealing someone else’s work and why we have been adding sources to our sheet so far whenever we find information

Development: 40 min.

Individual research time. Students will apply the CRAAP test to the websites they find.

Students will add facts to their PowerPoint slides in the back of their manuals.

Closing: 5 min.

Pack up!
Week 8: Creating PowerPoint Presentations

Objectives: The student will be able to...

- Create a PowerPoint that displays the information they’ve found and the sources of that information

Standards: CCSS. ELA Literacy.W.6.8

“Assess the credibility of each source.”

“Gather relevant print information from multiple print and digital sources.”

Materials:

- Laptops
- Thumb drives with pre-loaded PowerPoint templates

Introduction: 15 min.

Last week we talked about plagiarism. To review, we’re going to make haikus.

Work time and recap as a class

Development: 40 min.

Pass out laptops and thumb drives. Explain how to open thumb drives and look through the sample ppt together.

Direct students to open the template and to start adding their text to the slides. Based on what they have completed on their paper copies.

Students who still need to find more information may use this time to work.

Closing: 5 min.

Pack up!
**Week 9: PowerPoint Images**

**Objectives:** The student will be able to...

- Locate images and cite the source of the image in their PowerPoint

**Standards:** CCSS. ELA Literacy.W.6.8

“Gather relevant print information from multiple print and digital sources.”

**Materials:**

- Laptops
- Thumb drives with pre-loaded PowerPoint templates

**Introduction:** 15 min.

Today we are going to be adding images to our presentations. Remember because we don’t want to plagiarize, we need to cite where we find these images.

Pass out laptops and thumb drives. Work through an image search together and how to add to a slide.

**Development:** 40 min.

Individual work time, students may continue adding text to slides as needed, or find more information.

**Closing:** 5 min.

Pack up and SAVE work.