

Middle Ages

Oct. 15 (In classroom): Try to get kids to think before they jump in--

- I thought we'd start with an overhead and the kids brainstorming all the words they can think of about the Middle Ages & making a list of them on the overhead.
- Then pass out the **pre-search worksheet** about categories and discuss with them about how all research falls into categories and those categories help us organize our thoughts and ideas.
- Discuss **basic questions** with overhead. Students begin to complete **pre-questioning activity**—finish at home.

Oct. 16 (IMC?): Try to get kids to take ownership of research topic.

- Students get out their pre-questioning worksheet. We work with them on internalizing, personalizing their choice (**Exploration Activity**).
- Once that is complete, we discuss with the overhead: **Research Question Help** how to make their research questions more complex as they complete **burning question activity**. Students bring the questions to us as they think they are done, and we give suggestions for improvement, until the questions are good, researchable questions—at which time we initial & they can begin trying to locate resources to help them.

Oct. 17 (IMC):

- We review, using overhead as visual guide, **finding information**.
- Give each student time to find a resource, then review how to understand “**is this source useful?**” overhead.
- We walk them through using the title and copyright page to complete citation information for the **source note**.
- We explain how to take good notes (overhead: **taking notes**)

Halfway through research days:

- Discussion and completing of **dissemination** worksheet. Use **product options** as a tool.
- Once product(s) is chosen, may want students to complete a draft using **storyboards**.

Conclusion

- Have students get out all their source notes. Sort out the duplicates so a source is only represented once.
- Students put them in alphabetical order by first piece of information available (author or title).
- Develop sample of **bibliography format** overhead for types of sources your permitting them to use. Since this is their first research assignment, we walk them through it with the **bibliography worksheet**. Teacher/Media Specialist work the room to make sure their getting the idea.
- Once everyone seems to have a couple of citations completed, we discuss how to use the information on their source notes to write 3-4 sentences for an annotation (overhead-**writing an annotation**).
- If wanting to include this skill, you can always include a **peer evaluation** component.
- After everything is completed have each student complete a **self-evaluation**.

“Student Inquiry in the Research Process”