



US History L2 - Research Unit

Unit Focus

This unit provides students with the opportunity to embark on an in-depth, independent study of a topic of personal interest. Throughout this unit, using a "workshop-style" model, students will work with their peers and the instructor as they build a culminating argumentative research paper. Activities will be dedicated to an application of skills as well as reflection on the research and writing processes. Students will begin with the vital task of proper topic selection, followed by careful development of a workable research question and then the construction of a strong thesis statement. Students will narrow, broaden, or shift the focus of their papers as they research using both primary and secondary sources. Students will actively search for, evaluate, and read a variety of sources, take organized notes on evidence that supports their thesis statements, while properly citing all sources. After they organize their evidence using an outline structure, they will begin writing a formal research paper that clearly supports their thesis statement and demonstrates their understanding of the topic. Their papers will not be mere reports on historical facts, but rather argumentative papers that add to the scholarship on their topics. Throughout the process, teachers will conference with students and help guide them through this independent project.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core History/Social Studies: 11-12</p> <ul style="list-style-type: none"> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (CCSS.ELA-LITERACY.RH.11-12.2) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (CCSS.ELA-LITERACY.RH.11-12.3) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RH.11-12.7) Provide a concluding statement or section that follows from or supports the argument presented. (CCSS.ELA-LITERACY.WHST.11-12.1E) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-LITERACY.WHST.11-12.2A) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA-LITERACY.WHST.11-12.2B) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.WHST.11-12.4) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Trace key events, statistics, and development of ideas/innovations over time to determine patterns.</p> <p>T2 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Historians and social scientists work to explain what happened and its significance through a continuous process of questioning, research, analysis, and interpretation.</p> <p>U2 Students are historians, investigating and interpreting the past from a variety of perspectives.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do I investigate/figure out what happened? How do I develop an informed interpretation considering alternate perspectives?</p> <p>Q2 Why do I need to develop claims and use evidence from multiple sources?</p> <p>Q3 How do I summarize for my target audience what I have found?</p>
	Acquisition of Knowledge and Skill	
Knowledge	Skill(s)	
<p><i>Students will know...</i></p> <p>K1 Historical thinking skills (reading, research/ sourcing, and writing)</p>	<p><i>Students will be skilled at...</i></p> <p>S1 introducing a topic and organizing complex ideas</p>	

Stage 1: Desired Results - Key Understandings

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-LITERACY.WHST.11-12.5)
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-LITERACY.WHST.11-12.7)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS.ELA-LITERACY.WHST.11-12.8)
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.ELALITERACY.WHST.11-12.10)

Connecticut Goals and Standards

Social Studies: 11

- Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. (INQ.9–12.2)
- Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. (INQ.9–12.4)
- Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. (HIST.9– 12.12)
- Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. (HIST.9– 12.16)
- Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context and corroborative value of the sources to guide the selection. (INQ.9–12.6)

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- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)

K2 Protocol for peer conferencing and reflection

K3 Criteria for a final research/thesis paper submission

S2 producing clear and coherent writing

S3 explaining interpretations and applications of disciplinary concepts associated with compelling questions

S4 engaging in source work to develop further inquiry

S5 gathering relevant information from multiple sources

S6 evaluating the credibility of a source

S7 integrating and citing specific textual evidence

S8 thoroughly developing a topic

S9 taking into consideration multiple viewpoints, types of sources available, and potential uses of sources

S10 revising and strengthening claims through integration of evidence from multiple sources

S11 integrating evidence from multiple sources and interpretations into an argument

S12 providing a concluding statement which supports the argument

S13 developing and strengthening writing through planning