Unit 4: Biography/works cited

Content Area: **English**
Course(s): **Research Writing 8**
Time Period: **October**
Length: **Approximately 1-2 weeks**
Status: **Published**

Unit Overview:

- Students will learn the importance of creating a bibliography and utilizing Delsea's databases for research on a famous person.

  Students will research the life and accomplishments of a chosen individual, focusing on accuracy, proper citation, and the construction of a polished written biography. In addition to traditional research methods, students will explore how AI tools can assist with brainstorming research questions, summarizing biographical information, generating timelines, and drafting outlines. Students will also learn to evaluate the accuracy of AI-generated information and properly cite both AI tools and traditional sources.

Essential Questions:

- Why is a works cited necessary?
- What is the difference between Easy Bib and Noodle Tools?
- How can Easy Bib or Noddle Tools assist someone in making a bibliography?
- How can Destiny help me in research?
- What is the purpose of Jersey Cat? Will I need to use this database for my biography project?
- Where can I locate different sources in my own Media Center?
- How can EbscoHost help me in research?
- Do you what section of the media center the biographies are located?

- How can AI tools assist in the research and writing of a biography?

- What are the limitations of using AI for biographical information?

- How do we evaluate and fact-check AI-generated content against primary and secondary sources?

- What does it mean to cite AI appropriately in a research project?

Enduring Understandings:

- Researchers gather and critique information from different sources for specific purposes.
- Researchers self select materials related to a research topic.
- Researchers use a variety of databases to inquire information.
- Writers use subject-appropriate non-fiction pieces including citations and quotations.

- AI can be used to organize, summarize, and brainstorm ideas during the research process, but all AI content must be verified against credible sources.

- Ethical research requires giving credit to both traditional sources and AI contributions.

- Understanding how AI "summarizes" people's lives reveals how technology shapes historical and cultural perspectives.

Standards/Indicators/Student Learning Objectives (SLOs):

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Gather relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.

LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.

LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.C	Spell correctly.

Lesson Titles:

- Students demonstrate how to use the databases Destiny, EbscoHost, and Jersey Cat for researching a person.
- Students will understand the importance of creating a bibliography.
- Students will demonstrate how to create a bibliography using EasyBib or Noodle Tools.
- Students will understand what essential information should be pulled from a source to create a profile of their subject.
- Students will utilize our library and locate different resources. (biography section)

- SWBAT generate a list of guiding research questions about their chosen individual using AI tools.

- SWBAT compare AI-generated timelines or summaries with information found in books, databases, and primary sources.

- SWBAT identify inaccuracies or gaps in AI summaries and correct them with fact-checked information.

- SWBAT write a biography draft supported by both human-researched and AI-assisted notes.

- SWBAT cite AI properly in a works cited page alongside traditional sources.

Career Readiness, Life Literacies, and Key Skills:

- Media Literacy
- Credibility of sources
- Grouping

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP11	Use technology to enhance productivity.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
	There are resources to help an individual create a business plan to start or expand a business.

Inter-Disciplinary Connections:

History

LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
SOC.5-8.1.4.2	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).
TECH.8.1.8.A.CS1	Understand and use technology systems.

Equity Considerations

Asian American Pacific Islander Mandate

Topic: Inclusivity and Representation in Databases

Explore how some databases may underrepresent or omit information about AAPI communities, including specific ethnicities or historical events. Encourage students to consider the inclusivity and diversity of the information presented.

Introduce students to specialized databases like the Asian American Studies Network Information Center (AASNIC), the Library of Congress Asian/Pacific Islander Resources, or the National Consortium for Asian Pacific Islander Healthcare.

Challenge students to analyze databases using criteria like language availability, representation of diverse AAPI sub-communities, and inclusion of accurate and up-to-date information on AAPI history, culture, and contemporary issues.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of Asian American Pacific Islander people, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

Asian American Studies Association (AASA): https://www.aasa.org/: https://www.aasa.org/

National Council for Asian Pacific Americans (NCAPA): https://ncapa.org/: https://ncapa.org/

National Asian Pacific Islander American Bar Association

(NAPABA): https://www.napaba.org/: https://www.napaba.org/

LGBTQ & Disabilities Mandate

Topic: Inclusivity and Representation in Databases

Explore how some databases may underrepresent or omit information about LGBTQ+ individuals and individuals with disabilities. Encourage students to consider the inclusivity and diversity of the information presented in a database.

Introduce students to specialized databases like the Lesbian/Gay/Bisexual/Transgender (LGBT) Documentation Project, the American Institute for Research (AIR) Disability Statistics Database, or the National Disability Rights Network (NDRN) Resource Library.

Challenge students to analyze databases using criteria like accessibility, representation of diverse identities and perspectives, and inclusion of accurate and up-to-date information on LGBTQ+ and disability issues.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

Government Databases -

USA.gov: https://www.usa.gov/ - Provides access to various government databases with information on LGBTQ+ and disability issues, including legislation, healthcare resources, and statistics.

National Institutes of Health (NIH): https://www.nih.gov/ - Offers databases on health topics relevant to both communities, including HIV/AIDS research, mental health,

LGBTQ+ Specific Resources -

The Lesbian/Gay/Bisexual/Transgender (LGBT) Documentation Project: https://www.mtsu.edu/gorecenter/digital-collections.php - Houses a vast collection of primary source materials and scholarly research on LGBTQ+ history and culture.

The Trevor Project: https://www.thetrevorproject.org/ - Provides a searchable database of resources and statistics on LGBTQ+ youth health and well-being.

Human Rights Campaign: https://www.hrc.org/ - Offers a searchable database of state-by-state LGBTQ+ equality laws and policies.

Disability Specific Resources -

American Institute for Research (AIR) Disability Statistics
Database: https://www.air.org/news/announcement/american-institutes-research-among-top-ranking-disability-inclusion-benchmark - Provides comprehensive data on disability
prevalence, employment, education, and health outcomes.

National Disability Rights Network (NDRN) Resource Library: https://www.ndrn.org/ - Offers a searchable
database of resources on disability rights, policy, and advocacy.

World Health Organization (WHO) Disability and Rehabilitation: https://www.who.int/news-room/fact-sheets/detail/disability-and-health - Provides global data, reports, and resources on disability, including access
to healthcare and social services.

Climate Change Mandate

Topic: Evaluating Climate Change Information in Databases

Discuss bias and misinformation; Highlight credible climate change database; Evaluate databases for climate
change research

Topic: Researching Specific Climate Change Issues

Climate data and trends; climate change impacts and solutions

Addresses the Following Component of the Mandate: The political, economic, and social contributions of
impact of climate change, as part of the district's implementation of the New Jersey Student Learning
Standards.

Materials used and resources:

NJ Climate Change Data and Tools: https://dep.nj.gov/climatechange/ - This website provides access to real-time and historical climate data for New Jersey, including temperature, precipitation, sea level rise, and
greenhouse gas emissions.

NASA Climate Change: https://climate.nasa.gov/ - NASA's website offers a comprehensive overview of
climate change, including its causes, impacts, and potential solutions. It provides educational
resources, simulations, and interactive tools suitable for students of all ages.

National Oceanic and Atmospheric Administration (NOAA) Climate.gov: https://www.noaa.gov/ - NOAA's
Climate.gov website provides reliable and up-to-date information on climate change, including climate
indicators, scientific reports, and educational resources.

United Nations Framework Convention on Climate Change (UNFCCC): https://unfccc.int/ - The UNFCCC

website provides information on the international response to climate change, including climate agreements, conferences, and resources for educators.

Holocaust Mandate

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Gather relevant information from multiple print and our nonfiction books available: (understanding)

Effective Questioning about the databases available that could aide in research. (Understanding)

AI Brainstorming Session: Students use AI to create possible research questions and subtopics for their chosen figure, then refine them into their final research plan.

AI Timeline Check: Students generate an AI-created timeline of major life events, then cross-reference with multiple databases to confirm accuracy and fill gaps.

Bias & Voice Comparison: Students compare how AI summarizes their subject's life versus how a historian or journalist presents it, noting differences in emphasis or bias.

Drafting with AI Support: Students use AI to suggest outlines or introductory paragraphs, but all drafts are revised and finalized through student writing.

Citing AI: Mini-lesson on APA/MLA citation for AI, showing how to credit tools used for brainstorming or drafting support.

Modifications

ELL Modifications:
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories

- Tap prior knowledge

IEP & 504 Modifications:

- teaching the main ideas/concepts (limiting not needed details)to be taught and repeating them in several different ways over several different days
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching)
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level
- speaking to students privately when redirecting behaviors
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section

G&T Modifications:

- Encourage students to make transformations- use a common task or item in a different way.
- Different test items.
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- ELA - Cross-curricular connections, especially to historical events and people
- ELA - More rhetorical analysis (evaluate how author's writing style is persuasive)
- ELA: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Student led/directed discussions
- Inquiry based learning

At Risk Modifications

- Preferential seating
- 1:1 instruction
- Extended time
- Use spell check
- Frequent breaks
- graphic organizers
- use of a highlighter
- peer note-taker

Formative Assessment:

Warm Up:

- Oral review of:
- What is the difference between a biography and an autobiography?
- Questioning about how to cite sources.
- Questioning about thesis statements.

Anticipatory Set:

- Oral review of Easybib and Noodletools

Closure:

- Closure activities include think/pair/share, exit tickets, show of hands.

Exit ticket: "What did AI leave out or misrepresent about your figure's life that your database research corrected?"

Peer discussion: "How did using AI help or hinder your research process?"

Annotated timeline: AI-generated vs. fact-checked version side by side.

Summative Assessment:

A final research paper will be due at the end of the MP.

The MPA: Final paper and presentation.

Students produce a written biography with the following required components:

1. A fact-checked biography paper, incorporating both traditional sources and AI-assisted notes.

2. A works cited page including books, articles, databases, and AI tools used.

3. A reflection on the role of AI in their research process, including one example of a corrected inaccuracy or bias.

Benchmarks

Skill Based Assessments

Writing Prompt

Reading Response

Lab Practical

Alternate Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

- Resources will include using magazine articles, books, and laptops. (Biography section in Media Center)
- Youtube
- Cube Creator

- Webbing
- WorldBook
- EasyBib

Technology:

Cube Creator: readwritethink.org

Webbing: popplet.com

Worldbook: worldbookonline.com

Easybib-Citation Creator: easybib.com

Research databases (e.g., World Book Online, EBSCO, Gale).

AI tools for brainstorming and summarization (e.g., ChatGPT, MagicSchool AI).

Citation tools that now include AI sources (e.g., EasyBib, NoodleTools).

TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.