Unit 4: Research

Content Area: **Social Studies**
Course(s):
Time Period: **January**
Length: **8 weeks**
Status: **Published**

Enduring Understandings

Authors express opinions in their works and it is important to acknowledge and understand any bias that exists.

Evaluate to what extent you believe the author through reading critically and cross referencing information with other sources.

All solutions must be backed by valid research which has been determined to be accurate.

All sources must be triple checked in order to be determined as valid.

Essential Questions

How does my research shape my solution?

What information do I need to support my concerns and solution?

What strategies help me comprehend a text and use it to support my ideas?

How do I know if a source is trustworthy?

What biases exist in the research I perform?

Content

Identify and explain a local/county/state issue or problem.

Research the reasons behind the issue/problem and explain the causes.

Research answers to causes and links them to prior knowledge to form a thesis.

Evaluate all sources for credibility.

Summarize and explain a text's main idea in support of the topic.

Explain a logical line of reasoning in presenting a solution to the issue/problem.

Access and organize research into supportive data for the thesis.

Utilize research to support suggested solutions and thesis.

Address alternative solutions and demonstrate understanding of their successes and shortcomings.

Skills

Contact local officials and community members to acquire information and/or discuss local issues.

Incorporated information from policy makers/experts into research.

Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions

Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Plan and participate in an advocacy project to inform others about a social/political/economic/environmental issue at the local or state level and propose possible solutions.

Read and Interpret a Map

Interpret Charts/Graphs

Analyze Primary and Secondary Sources

Close Reading Primary and Secondary Sources

Writing both argumentative and expository texts

Conduct valid research

Accurately vet sources to check for validity

Demonstrate active reading strategies and reading for a purpose.

Resources

http://www.civiced.org/programs/project-citizen

http://www.crlsresearchguide.org/Big_Six_Steps.asp

http://civiced.rutgers.edu/projectcitizen.html

http://www.classroomlaw.org/programs/project-citizen/

http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Febcitizenship.pdf

https://www.weareteachers.com/6-ways-to-make-civics-learning-come-alive-2/

http://www.educationworld.com/a_curr/curr008.shtm

Standards

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. C. Economics, Innovation, and Technology

6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary

Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.