Unit 4: Inquiry Research

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **5-7 sessions**
Status: **Published**

Brief Summary of Unit

Students, with assistance, will locate, access, evaluate, and use information effectively and efficiently to conduct research and solve problems using digital and visual media. Students will be doing a landmark research unit. Students will learn what a landmark is, take virtual field trips around the world, research a landmark using different sources, and then design/create a landmark using the knowledge they've gained in their research. In addition they will learn about and demonstrate their understanding of the inquiry research method. At the end of the unit, students will design and create their own landmark. They will build/construct a structure using the knowledge they've gained in their research.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: July 2023

Standards

This unit challenges students to locate, access, evaluate, and use information effectively and efficiently to conduct research and solve problems using digital and visual media. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Students will learn what a landmark is, take virtual field trips around the world, research a landmark using different sources, and then design/create a landmark using the knowledge they've gained in their research. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods; the difference between facts, points of view, and opinions, accessing print and digital library resources.

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

P.1	Act as a responsible and contributing community members and employee.
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
P.6	Model integrity, ethical leadership and effective management.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
2.2	Recognize the skills needed to establish and achieve personal and educational goals
P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
P.9	Work productively in teams while using cultural/global competence.
2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4.3	Evaluate personal, ethical, safety, and civic impact of decisions
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
5.1	Establish and maintain healthy relationships
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
5.2	Utilize positive communication and social skills to interact effectively with others
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
I.A.1	Formulating questions about a personal interest or a curricular topic.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.B.1	Using evidence to investigate questions.
I.B.3	Generating products that illustrate learning
I.C.1	Interacting with content presented by others.
I.C.2	Providing constructive feedback.
I.C.3	Acting on feedback to improve.
I.C.4	Sharing products with an authentic audience
I.D.1	Continually seeking knowledge.
I.D.2	Engaging in sustained inquiry.
I.D.3	Enacting new understanding through real-world connections.
I.D.4	Using reflection to guide informed decisions.
V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes

V.A.3	Engaging in inquiry-based processes for personal growth.
V.B.1	Problem solving through cycles of design, implementation, and reflection.
V.B.2	Persisting through self-directed pursuits by tinkering and making.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
V.C.2	Co-constructing innovative means of investigation.
V.C.3	Collaboratively identifying innovative solutions to a challenge or problem
V.D.1	Iteratively responding to challenges.
V.D.3	Open-mindedly accepting feedback for positive and constructive growth.
II.B.2	Evaluating a variety of perspectives during learning activities.
II.C.2	Contributing to discussions in which multiple viewpoints on a topic are expressed.
II.D.1	Seeking interactions with a range of learners.
IV.A.1	Determining the need to gather information.
IV.A.2	Identifying possible sources of information.
IV.A.3	Making critical choices about information sources to use.
IV.B.1	Seeking a variety of sources.
IV.B.2	Collecting information representing diverse perspectives.
IV.B.3	Systematically questioning and assessing the validity and accuracy of information.
IV.B.4	Organizing information by priority, topic, or other systematic scheme.
IV.C.1	Accessing and evaluating collaboratively constructed information sites.
IV.D.1	Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
IV.D.2	Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
IV.D.3	Openly communicating curation processes for others to use, interpret, and validate.
VI.A.1	Responsibly applying information, technology, and media to learning.
VI.A.2	Understanding the ethical use of information, technology, and media.
VI.A.3	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
VI.B.1	Ethically using and reproducing others work.
VI.B.2	Acknowledging authorship and demonstrating respect for the intellectual property of others.
VI.C.2	Disseminating new knowledge through means appropriate for the intended audience.
VI.D.1	Personalizing their use of information and information technologies.
VI.D.2	Reflecting on the process of ethical generation of knowledge.
VI.D.3	Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
III.A.1	Demonstrating their desire to broaden and deepen understandings.
III.A.2	Developing new understandings through engagement in a learning group.
III.A.3	Deciding to solve problems informed by group interaction.
III.B.1	Using a variety of communication tools and resources.
III.B.2	Establishing connections with other learners to build on their own prior knowledge and create new knowledge

III.C.1	Soliciting and responding to feedback from others.
III.D.1	Actively contributing to group discussions.
III.D.2	Recognizing learning as a social responsibility.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Essential Questions

- How can a variety of skills and strategies facilitate inquiry research?
- How can I access information in a safe, legal and proper manner?
- How can I identify the information I need to complete a specific task?
- How can information be accessed and used in a safe, legal, and proper manner?
- How can students use technology to communicate information and ideas using a variety of digital media and formats?
- How does the appropriate choice of media allow for more effective communication?
- What skills and strategies are needed to gather information effectively, solve problems, and conduct inquiry research?
- Where can students find relevant and authoritative information?
- Why are exploration and creation an important part of learning?
- Why do we give credit to the author or creator of any created work?
- Why must credit be given to the creator of work used during research?
- Why should you use questions to guide inquiry research?

Students Will Know/Students Will Be Skilled At

- that selecting the right resource is key to locating the right information
- that information from different resources must be synthesized to answer a question or solve information problems
- that asking the right questions is an important tool for research
- that information needs to be accessed and used in a safe, legal and proper manner
- How to access information properly

- A researcher must give credit to the author or creator of any created work.
- how to access information properly.
- Identify and author and illustrator as a creator of a work.
- Identifying the appropriate resources to help them answer their questions.
- Identifying the information needed and what resources will address those needs.
- Illustrating and communicating original ideas and stories using digital tools and resources.
- Information can be shared in a variety of formats.
- Presenting their information in a format appropriate to the topic and/or audience. exploration.
- Reading or viewing the appropriate resources critically and finding the information they need to answer their questions
- Requires a variety of skills and strategies facilitate inquiry research.

- Research is a way to locate information for a specific purpose.
- Showing they can perform basic navigation around appropriate websites or databases.
- Synthesizing the information gathered from different sources and answering the questions they asked.
- that asking the right questions is an important tool for research.
- that information needs to be accessed and used in a safe, legal and proper manner.
- Understand that the library media center has online resources to help with inquiry research.
- using age-appropriate research resources that are available through the library media center.
- Using books/pre-selected online resources/observations to gather information for a purpose.
- Utilizing the OPAC and Library Media Center's Symbaloo to locate relevant materials.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

In addition to the "possible assessments" provided in the Learning Plan section, teachers may consider the performance tasks listed below:

- Formative: Construct questions to help solve their information problem
- Formative: Define an information problem.
- Formative: Locate and select appropriate print and digital resources.
- Formative: Locate information within selected resources.
- Formative: Make a list of resources used.
- Formative: Share their information in an appropriate format
- Formative: Use appropriate note-taking skills.
- Formative: Use the information they find to answer their questions.
- Summative: Design, Plan, and Build.

Learning Plan

Media Specialists may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community. For example, students may use different books and electronic sources depending on the library media center's collection.

Third grade students, with assistance, will locate, access, evaluate, and use information effectively and efficiently to conduct research and solve problems using digital and visual media. Students will be doing a landmark research unit. Students will learn what a landmark is, take virtual field trips around the world, research a landmark using different sources, and then design/create a landmark using the knowledge they've gained in their research. In addition they will learn about and demonstrate their understanding of the inquiry research method. At the end of the unit, students will design and create their own landmark. They will build/construct a structure using the knowledge they've gained in their research.

Suggested activities are listed below for this unit:

Week 1:

What is a Landmark? Define a Landmark. Talk about famous landmarks around the world. Show students a landmark from NJ (The Great Falls located in Paterson, NJ), Watch Youtube video of What is a landmark? Talk about a Cranford Landmark ("Old Peppy" Tree on Lincoln Avenue), Watch Youtube video of Famous United State Landmarks

Week 2: Review a Landmark, Watch Youtube Video of 15 Most Famous Landmarks around the World and discuss, Have students to go to Epic and pick a landmark book from Epic Landmark Collection and read/Take Notes.

Week 3:

Review from last week, Watch Youtube Video of World Landmarks, Ask what landmark would you like to visit? Show students the Let's Take a Trip Around the World with Virtual Field Trips. Show students how to navigate the Buncee and go to the three pages of virtual field trips, and how to view the field trips. Have students to go to the Media Google Classroom and open the Buncee. They can pick a couple of the virtual field trips to view. Tell students that they need to be thinking of what landmark that they would like to research for next week.

Week 4:

Introduce students to Facts4me Website (https://facts4me.com/facts_users) and Fact Monster (https://www.factmonster.com/). Talk about what a database is. Show students how to go to landmarks in the database. Students need to pick a landmark in Facts4me and research. Students will start completing the Building Landmark handout.

Week 5:

Review last week and have students to finish page 1 and 2 of the Building Landmark handout. Remind students that they will be creating a landmark of their own. Students need to give a name to the landmark, who or what the landmark is named after, what the landmark will be made of, and where the landmark will be located. When students finish page 1 and 2, they may start working on designing their landmark. Students may do research on the person or location for their landmark and start page 3 and 4 of the Your Landmark handout.

Week 6:

Students finish page 3 and 4 of Your Landmark Handout. After filling out page 3, students will draw what their landmark will look like. If students have time, they can start planning how they will build their landmark.

Week 7:

Students will build their landmark from supplies in the library media center or materials they bring from home.

Week 8 and 9

Students will present their landmark to the class.

- Media specialist will assist students as they select a format to share their information
- Media specialist will assist students in locating the resources they need.
- Media specialist will model how to develop good questions.
- Media specialist will work with students to help them develop the questions necessary to guide their research.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Suggested Supplemental Materials:

What is a Landmark?

Youtube Video of What is a landmark? https://www.youtube.com/watch?v=MdEkwdmI38M&t=8s

Youtube Video of Famous Landmarks in the United States
https://www.youtube.com/watch?v=LnlbDbrQwOg

Youtube Video 15 Most Famous Landmarks around the World
https://www.youtube.com/watch?v=UTGvUjhCcro&t=3s

https://www.getepic.com/collection/31765342/landmarks?utm_source=t2t&utm_medium=link&utm_campaign=collection&share=23683200334

Youtube Video of World Landmarks https://www.youtube.com/watch?v=Ru51XZX3Koc&t=1s

Let's Take a Trip Around The World Virtual Field Trip Buncee

Facts4me Website (https://facts4me.com/facts_users)

Fact Monster (https://www.factmonster.com/

Build a Landmark/Your Landmark (Google Doc)

Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.