

Multi-Genre Research Project

Lesson Summary:

Students will be taught the basics of research and how to integrate accurate sources into their artifacts.

Estimated Duration:

Three weeks

National Academic Content Standards:

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented

Essential Understanding:

Students must become critical consumers of the media and technology available to them. To do so, they must be able to analyze the validity and authenticity of a variety of sources.

Essential Question:

What is the impact of the Blues on our society?

Pre-Assessment:

Students will take a brief quiz to determine their present level of mastery and understanding regarding research.

Scoring Guidelines: 8-10 correct *mastered*, 6-7 correct *strong understanding*, under 6 correct *weak understanding*.

Post-Assessment:

The teacher will use a standards based rubric to determine mastery of the key concepts taught and reinforced throughout the unit as well as administer pre-test as a post-test.

Scoring Guidelines: Students will be assigned a point total which will be converted to a percentage for grading purposes.

Instructional Procedures and Strategies:

1. Students will be presented with an overview of the multi-genre research project with a teacher-prepared packet that describes the requirements, time line, and options available.
2. Prewriting: Class will brainstorm a list of topics relevant to the research question; does the artistic culture of a period influence society? Students will be asked to submit a research focus proposal outlining possible genres to be manipulated by the end of the week. They will be asked to write a rationale as to why they chose their topic and what they hope to find through their research.
3. Note taking: Students will be required to fill in the print research forms provided in the initial packet. This is a generic form that teaches the important information that students must record so that they will be able to accurately cite sources within their projects. They may experiment with alternative note-taking forms that include the same information (i.e. note cards).
4. Primary versus Secondary resource mini lesson.
5. Drafting: Students will organize their notes into the order that they will be presented.
6. Students will manipulate the self-selected genres to disseminate the information researched in creative mediums citing sources as appropriate.
7. Theme: A mini lesson on theme will help students to choose a transition piece that will connect all of the genres together into a cohesive artifact.
8. Reflection: Students will write a brief, reflective essay regarding the results of their research.
9. Students will be shown how to prepare a bibliography according to the MLA format.
10. Students will prepare a presentation to share their information with the class following provided guidelines and requirements.

Differentiated Learning Plan:

Differentiation is embedded in such a project by the nature of self-selection of both the research topic as well as the mediums of display. Each specific lesson will be taught in small groups to those students who demonstrated the need for specific or direct instruction on said topics. Independent study and writing workshop will be monitored and guided with the students demonstrating a mastery of the same topics.

Extension:

Students could make predictions as to future impacts that are likely to come given the historical repercussions they have discovered regarding their area of research and establish a criterion to monitor these impacts.

Homework Connections:

Students will always be introduced to a concept and skill in the classroom and given the opportunity to work under the teacher's monitoring, but anything not completed within the class period will be expected to be completed as homework.

Interdisciplinary Connection:

This research project would lend very easily to integration in the content of *History* as students research important historical events and hypothesize the stimulus of such events. *Science* could also be connected depending on the results discovered through research as to the impact that the world of art has had on societal events.

Materials and Resources:

Teacher materials

- Project requirement packet
- Descriptions and examples of possible genres
- Current MLA format
- Proposal form
- Print and internet research forms
- Notes regarding primary versus secondary resources
- Outline format to demonstrate organization of information
- Notes and examples of theme
- Bibliography format

Student materials

- Project requirement packet
- Proposal form
- Print and internet research forms
- Access to library and computer for both research and presentation

Key Vocabulary:

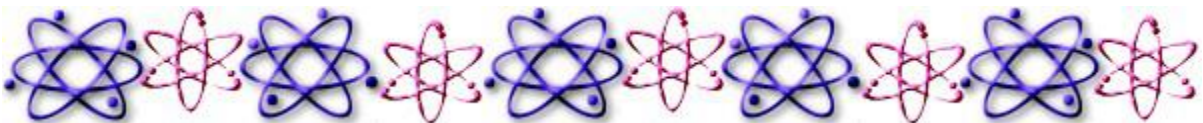
- Primary source - firsthand information, such as an eyewitness account
- Secondary source – a source that is reporting on or analyzing information from another source.
- Open-ended questions – a type of question intended to produce a free response rather than a direct or one-word response.
- Accurate – correct; true; in exact conformity with a standard
- Objectivity – free from personal prejudices; unbiased
- Graphic organizers – a methods of organization of information which incorporates diagrams or other pictorial devices (notes, outlines, charts, or tables)
- Citations – quote or refer to in support



Multi-Genre Media Research Project

General Requirements:

1. You must establish and submit a proposal of a topic for a research project which answers the question *does the artistic culture of a period influence society?*
2. Utilize a minimum of **five** different sources
 - a. At least one must be primary
 - b. All must be credible and from a variety of mediums (books, magazines, newspapers, encyclopedias, computer)
3. Notes should be prepared in a teacher-approved format
4. Notes must be organized into an outline
5. Create **ten** genre entries
 - a. Seven of the entries must be written; three may be art
 - b. You must manipulate seven different genres; you may repeat any of them for the remaining three entries.
6. Your project must have:
 - a. Title page (Name, title, date, illustration)
 - b. Table of Contents (Title centered, page numbers, genres identified)
 - c. Introduction/ Rationale (Engaging introduction, why specific art form or artist was chosen, goal of project)
 - d. A transition piece must come between every genre, tying them all together throughout the entire project
 - e. Ten genres with a minimum of five internal citations
 - f. Conclusion/ author's end note (Most interesting information found, reflection regarding the results of their research.)
 - g. Bibliography (Title centered, MLA format, alphabetical order)
7. When we are finished with the project, you will create a slide show that presents your topic, rationale, and a minimum of five of the genre entries you created.

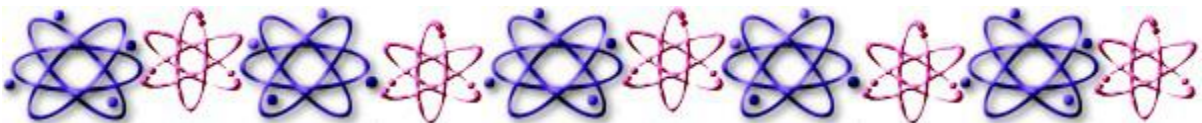


Time line of due dates:

Assignment Introduced	_____	
Submit research proposal	_____	(10 points)
Research notes	_____	(25 points)
Outline	_____	(15 points)
Final project	_____	(100 points)
Class presentations	_____	(50 points)

Possible genres to choose from:

Advice column	Literary critique	Play/ fable
Advertisement	Magazine article	Poetry
Brochure/ Pamphlet	Map	Quotes
Character sketch	Menu	Recipe
Comic strip/ cartoon	Movie clip/ script	Resume
Diary/ Journal entries	MySpace	Scrapbook page
Encyclopedia entry	Newspaper article or editorial	Short story
Eulogy	Obituary	Song lyrics
Family Tree	Personal narrative	Time line
Interview	Personal reflection	Vocabulary definition
Letter	Photojournalism	Wanted ad
		Will



Research Focus Proposal

Name: _____ Class Period: _____

Artistic Form/ Artist

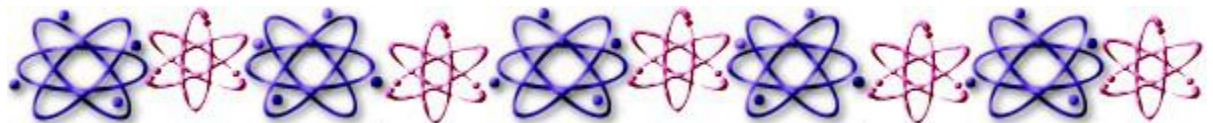
Why did you choose this particular artistic form/ artist?

What do you hope to find through this research project?

Which genres do you think you will attempt to manipulate for this project?

Teacher Comments

Proposal Accepted _____ Date _____



Research Pre-Test

1. What are the sources that can be used to gather appropriate and relevant information?

2. Explain the difference between primary and secondary sources.

3. List the four ways you can organize your materials during your research process.

4. Why should anyone use quotations and citations in the written text?

5. Why should you give credit to sources when writing a research paper? Explain how.

6. What is the main purpose of the MLA style guide?

7. Explain why it is important to create and use open-ended questions during research?

8. What communication techniques can be used to present information concerning one's research?

9. How can one determine that they are working with truthful and genuine sources?

10. Explain research you already participate in outside of the classroom on a day to day basis.

Research Pre-Test

1. What are the sources that can be used to gather appropriate and relevant information?

Library catalogs, online databases, electronic resources, and Internet.

2. Explain the difference between primary and secondary sources.

Primary resources included 1st hand accounts such as interviews. Secondary sources consist of all other research.

3. List the four ways you can organize your materials during your research process.

Notes, outlines, charts, tables, graphs, organizers

4. Why should anyone use quotations and citations in the written text?

These create a flow of ideas. They all validate information one is presenting on their paper.

5. Why should you give credit to sources when writing a research paper? Explain how.

One should give credit to prevent plagiarism. One can give credit through bibliographies or works cited pages.

6. What is the main purpose of the MLA style guide?

They can be referenced to create proper citations.

7. Explain why it is important to create and use open-ended questions during research?

These questions lead one to learning-discovering more information rather than simply receiving only yes or no answers.

8. What communication techniques can be used to present information concerning one's research?

Multi-media reports, written reports, oral reports, and visuals.

9. How can one determine that they are working with truthful and genuine sources?

One can determine this by cross referencing.

10. Explain research you already participate in outside of the classroom on a day to day basis.

Answers may vary.