**Pathways Project**

**College and Career Readiness**

 **Lesson Frames: Writer’s Guidelines**

1. **Lesson Title – Teaching Research through Literature**

Model: “The Things They Carried”\*

\*Because the emphasis of this lesson is on teaching individual and group research skills which culminate in a researched essay, the instructor can adapt this lesson using any literary work.

**B. Lesson** Description

Students will read the short story, “The Things They Carried” and summarize and react personally in a journal entry. Students will choose from among five researched based questions and conduct individual and collaborative research using library suggested guides. Students will collaborate among group members to determine appropriate articles for the group’s annotated bibliography. Students will post articles as well as the group annotated bibliography for instructor assessment. Students will present the group’s research question findings through Power Point or other media platforms. The lesson will culminate in two in-class analysis essays about the short story, “The Things They Carried,” incorporating source material from the class posted articles.

1. **Grade Level/Subject Area**

Grade Level(s): 11th - 12th grades and Freshman Composition II

Subject Areas: English and Social Studies

**Keys Addressed**

**This lesson addresses the Research, Interpretation, and Communication aspects of the Key Cognitive Strategies. It also addresses the Challenge Level aspect of Key Content Knowledge, and the Self-Monitoring and Study Skills aspects of the Key Learning Skills and Techniques.**

**D. Objectives**

Students will be able to:

* Demonstrate knowledge of individual and collaborative research processes
* Perform independent research selecting appropriate areas in the primary and secondary sources.
* Produce an annotated list of sources consulted, differentiating and evaluating primary, secondary, and other sources.
* Use the composing process to develop a research product.
* Build a logical argument that is backed by examples, which are properly attributed to their source.
* Construct defensible arguments by interpreting and synthesizing sources.

**E. Prior Knowledge**

Students should be familiar with the following:

* Knowledge of appropriate research processes (e.g. MLA format, documenting, citing sources)
* Create a clear thesis statement or controlling idea.
* Clear organizational schema for conveying ideas.
* Utilize relevant and substantial evidence and well-chosen details.
* Synthesize information on multiple, relevant perspectives and the consideration of the validity, reliability, and relevance of primary and secondary sources.
* Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization.
* Revise final draft in response to feedback in response to feedback from peers and teacher and publish written work for appropriate audiences.
* Knowledge of various multi-media platforms and Web 2.0 tools
* Writing an essay utilizing technology (e.g. word processing software, spell check, grammar check).

**F. Preparation and Materials**

To prepare for the lesson, instructor should:

* Make an appointment with librarian to introduce research processes and databases through a
	+ Library guide that includes limited or controlled resources based on the assignment
	+ Specific set of research activities for students to practice to replicate in their own research
	+ Make students aware of how to access groups materials through various online platforms e.g. Google docs, wikis, and LiveBinder
* For each student, make copies of “Sample Annotated Bibliography,” “Evaluating Sources Worksheet,” “Annotated Bibliography and Presentation Grading Criteria **With Notes**,” In-Class Essay handouts, Group Research Question handout, Rubric for in-class essay exam Things They Carried, Sample in-class essay response Things They Carried
* Access student PowerPoint sample to present to students as final team presentation expectation
* Access and select video clips (about twenty minutes worth) from PBS Operation Homecoming : Writing the Wartime Experience.
	+ Segment 1: “What Every Soldier Should Know”
	+ Segment 2: “Distant Thunder”
	+ Segment 3: “Taking Chance”
* Discover student knowledge of the Vietnam War
	+ Five minute free writing on their knowledge of the Vietnam War
	+ Class discussion of the free writing results (Who, What, Where, When, and How of the war)
	+ Research and prepare pertinent information on and controversies surrounding the Vietnam War (if appropriate)
* Be cognizant of veterans students or members of their families who may have served in previous wars in assigning research topics

**G. Scaffolding/Instructional Support**

The following list of scaffolding activities, when used in total, makes for the most

effective instruction:

* Provide an exemplar [evaluative annotated bibliography](http://spcguide.libguides.com/content.php?pid=390263&sid=3197807) (on a different topic) to which a student could compare his or her first draft of a similarly structured annotated bibliography
* Provide an exemplar paper on a different topic to which a student could compare his or her first draft of a similarly structured paper
* Provide specific, guided tutoring to students in need of greater direction and structure for a complex academic assignment
* Check a student’s assignment more frequently during its development
* Provide some students with definitions of key vocabulary and concepts related to a reading that is central to an assignment

**H. Lesson Design**

1. Connection to College and Career

Success in college requires students to communicate in both oral and written forms to convey what they have learned in their coursework. Students must organize their thoughts so that when presenting the subject matter, it is understandable for the listener or reader. In high school, in college, and in the workplace, students must conduct collaborative academic research, write many papers, and go through the writing process, which involves planning, editing, and revising and then creating a finished product to turn in. This lesson lays groundwork in enabling beginning writers to acquire the skills described above.

1. CCRS Performance Expectations:

Select the appropriate performance expectations this lesson plan is designed to explicitly address from the standards list. If applicable, list both Cross-Disciplinary and Content standards included in the lesson plan.

English/Language Arts Standards\*

1. Writing

A. Compose a variety of texts that demonstrate clear focus, the logical development of

ideas in well-organized paragraphs, and the use of appropriate language that advances

the author’s purpose.

1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.

2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.

3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.

4. Recognize the importance of revision as the key ideas and organize them more logically effectively, and draw the reader to the author’s purpose.

5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate**.**

V. Research

1. Formulate Topic and Questions

 2. Explore a research topic.

B. Select information from a variety of sources.

1. Gather relevant sources.
2. Evaluate the validity and reliability of sources.
3. Synthesize and organize information effectively

C. Produce and design a document

D. Use material ethically.

Cross-Disciplinary Standards

1. Key Cognitive Skills

D. Academic Behaviors

1. Self-monitoring learning needs and seek assistance when needed.

1. Use study habits necessary to manage academic pursuits and requirements..
2. Strive for accuracy and precision.
3. Persevere to complete and master tasks.

E. Work Habits

1. Work independently.

2. Work collaboratively.

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F. Academic Integrity

1. Attribute ideas and information to source materials and people.

1. Evaluate sources for quality of content, validity, credibility, and relevance.
2. Include the ideas of others, and the complexities of the debate, issue, or problem.
3. Understand and adhere to ethical codes of conduct.
4. Foundational Skills
5. Research Across the Curriculum
6. Understand which topics or questions are to be investigated.
7. Explore a research topic.
8. Refine research topic based on preliminary research and devise a timeline for completing work.
9. Evaluate the validity and reliability of resources.
10. Synthesize and organize information effectively.
11. Design and present an effective product.
12. Integrate source material.
13. Present final product.

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\*As listed in College and Career Readiness Standards

1. Timeframe:

Depending on the grade level of the students, this lesson frame should take approximately 4 weeks. Students will need time to read the literary piece, visit the library, research their topics, meet in groups for discussions, write the annotated bibliography, present their group’s research findings to the class, and compose an in-class essay.

1. Vocabulary:

The following link has terminology that covers the entire novel. However, for this short story all of these terms may not be applicable.

*Definitions from:* "Glossary of Military Terms & Slang from the Vietnam War

<http://lists.village.virginia.edu/sixties/HTML_docs/Resources/Glossary/Sixties_Term_Gloss_A_C.html>

1. Procedures:

Day 1

* Presents overview of the Vietnam War
* Show selected video clips from, “Operation Homecoming” (approximately 20 minutes of clips)
* Assign homework assignment: Read “The Things They Carried” and

write the personal reaction journal entry, which should include a one paragraph summary of the story and a one-paragraph reaction to the story

Day 2

* Discuss O’Brien’s, “The Things They Carried,” 1221. (Possible discussion approaches that can be used in small or large group format are below):
	+ What are the five “Ws” of the story? (What, Where, When, Why and How)
	+ What questions do you need to have resolved about the story?
	+ What was the most confusing part of the story?
	+ Provide students with the following quote and have them write their reactions in one or two sentences to share with the class: “To carry something was to “hump” it, as when Lieutenant Jimmy Cross humped his love for Martha up the hills and through the swamps. In its intransitive form, “to hump,” meant “to walk,” or “to march,” but it implied burdens far beyond the intransitive.”
* Distribute the “Annotated Bibliography and Presentation Grading Criteria **With Notes**,” and discuss assignment
* Present student PowerPoint sample to demonstrate the expectation for team presentation
* Distribute Group Research Questions handout and briefly discuss the questions to clarify for students
* Students choose topics of interest from the handout and submit the following information at the end of class:
	+ Top three topic choices
	+ Team members with whom they would like to work
* Assign topic groups or four or five based on student submissions (post topic groups, if possible, prior to Day 3)

Day 3

* Announce the topic groups and have them assemble together
* Emphasize the importance of team collaboration, shared and individual responsibilities for the research process and subsequent activities
* Visit library and have librarian present the library guide for this assignment and specific set of research activities for students to practice to replicate in their own research
* Have teams begin researching their assigned topics. Each team member must locate, read and post the link, with a one-sentence description, to one **relevant and audience appropriate** research article, subject to instructor approval.

Day 4

* Distribute and discuss format, length, strengths and weaknesses of “Sample Annotated Bibliography”
* Complete individual annotated bibliographies

Day 5

* Individual team members share and evaluate bibliographies based on the following criteria:
	+ Articles answer the team’s research question from a variety of perspectives
	+ Annotated bibliographies adhere to the standards of the grading criteria
* Post research teams’ annotated bibliographies to shared files
* Teams work on presentations

Day 6

* Teams present to the class (15 minutes each).
* Teams not presenting will take notes on presentations in anticipation of the in-class essays that will require them to incorporate ideas from research articles

Day 7

* Present and discuss in-class essay prompts and grading rubric (“Rubric for in-class essay exam Things They Carried” handout, “Sample in-class essay response Things They Carried” handout) and student model for in-class essay exam on “The Things They Carried.”

Day 8

* In-class essay exam, question one.

Day 9

* In-class essay exam, question two
1. Solutions
* Use the scoring rubrics-- for the annotated bibliography and in-class essay-- to evaluate students’ work.
* Elements students should be aware of while doing the close reading are character development, style, diction, syntax, point of view, theme development, symbolism, irony, and etc.
* Final essays should cite sources, summarize, paraphrase, annotate, integrate quotations effectively, and avoid plagiarism.
* Final essay should demonstrate students usages of essential skills such as critical thinking, problem solving, communication and collaboration
* Students should use the appropriate media (e.g. PowerPoint, YouTube, etc.) to showcase research and appeal to a variety of audiences during their presentations.

**Works Cited:**

"Glossary of Military Terms & Slang from the Vietnam War A-C." *Glossary of Military Terms & Slang from the Vietnam War A-C*. N.p., n.d. Web. 17 Apr. 2013.

O’Brien, Tim. *The Things They Carried. New York: Broadway Books, 1990.*

*Operation Homecoming: Writing the Wartime Experience*. Dir. Richard Robbins. Documentary Group, 2007. DVD.

Team One. “Annotated Bibliography.” October 19, 2011. For Professor Mike
 Moran’s English 1302.054, Fall 2011 course.

**Note: Handouts**

*Please email any handouts or worksheets associated with this lesson plan to smcandrew@sbcglobal.net. These may include data tables, maps, or graphic organizers students would not be expected to devise themselves.* ***Copyrighted materials may be referenced under Preparation and Materials but cannot be included with the lesson plan.***