

<h2 style="text-align: center;">I Need More Information!</h2>	<p><b>Student/Class Goal</b> Learners need to be able to find useful and relevant information from a variety of sources to make informed decisions about current issues concerning their lives.</p>								
<p><b>Outcome</b> <i>(lesson objective)</i> Learners will develop and improve their research skills by using a variety of available sources to investigate an issue of their choice.</p>	<p><b>Time Frame</b> Approximately 3 hours</p>								
<p><b>Standard</b> <i>Learn Through Research</i></p>	<p><b>NRS EFL 2-6</b></p>								
<p><b>COPS</b> Pose a question to be answered or make a prediction about objects or events.</p>	<p><b>Activity Addresses Components of Performance</b> Students will decide on an issue and then determine what questions they would like to have answered while researching the topic.</p>								
<p>Use multiple lines of inquiry to collect information.</p>	<p>Students are introduced to a variety of sources they can use for research and are then asked to record the sources they used during their research.</p>								
<p>Organize, evaluate, and interpret findings.</p>	<p>Students are asked to fill in all the information on their activity worksheet. They are also asked to interpret information learned to help in choosing if they are for or against the issue. Students will analyze the information to determine opposing side's arguments.</p>								
<p><b>Materials</b> Encyclopedia software Internet Note-Taking Chart <i>I Need More Information!</i> Handout <i>Learn Through Research</i> Rubric I Need More Information Learning Objects</p>									
<p><b>Learner Prior Knowledge</b> What do they already know? Brainstorm as a class a series of issues that students feel very strongly about or that impact students in their daily lives. Write this list where everyone can see on an overhead, the board, or chart paper. If the class gets stuck throw out these topics to get them started:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Health Care</td> <td style="width: 25%;">Gasoline Prices</td> <td style="width: 25%;">Gun Control</td> <td style="width: 25%;">Legal System</td> </tr> <tr> <td>Taxes</td> <td>Assisted Suicide</td> <td>Death penalty</td> <td>Television</td> </tr> </table>		Health Care	Gasoline Prices	Gun Control	Legal System	Taxes	Assisted Suicide	Death penalty	Television
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<p><b>Instructional Activities</b></p> <p>Step 1 - Discuss with the students all the sources they could use to find information on these topics, such as: Internet, encyclopedias, newspaper, television, libraries, ask knowledgeable individuals. Provide explanations to any unfamiliar sources.</p> <p>Step 2- As a group, have students choose one issue they would like to find more information about. The group can work collaboratively to generate questions and find resources.</p> <p>Step 3 - Some students would benefit from a mini-lesson on note-taking and how to keep track of sources as they do research. Using the <i>Note-Taking Chart</i> is an effective graphic organizer as resources are accumulated.</p> <p>Step 4 - Go over handout <i>I Need More Information!</i> Students will use this handout to guide them through the process of researching a specific issue. Have the students work through the process assisting them, as their level requires.</p> <p>Step 5 - Go over the completed handout individually, in small groups, or as a large group allowing anyone who is willing to share their discoveries to do so.</p> <p>Step 6 - Teachers can use <i>the Learn Through Research Rubric</i> to determine how well the student has performed the standard. Students can also use the rubric to do a self-assessment.</p>									

**Assessment/Evidence** *(based on outcome)*

Possible evidence could include a copy of the filled out activity worksheet, the self assessment rubric, and the evaluation rubric filled out by the teacher.

**Teacher Reflection/Lesson Evaluation**

*I tried this lesson with a Level 2 student. She had been asking questions about the children in Afghanistan so this led to a perfect "found lesson" about researching for more information. We discussed many possible sources she could use to learn more information. She chose to use the internet. She knew how to use a search engine and was able to type in her topic. Once she discovered a site, she became frustrated at having to read all the information. I had to help her through the process of skimming for relevant information. I had to keep encouraging her to continue throughout the entire process. She was content with just one source of information and did not want to look further. I had to sit with her to fill out the worksheet. We had to discuss many points the article had made before she was able to list 4 points she had learned related to her topic. The most difficult area of the worksheet was the opposing arguments. We had to walk through an example before she was able to begin thinking about what someone else's opinion on the topic might be. Overall, I think the lesson was difficult for a Level 2 student to attempt without constant assistance. However, I know she learned new information and was proud to share what she learned with others.*

**Next Steps**

I Need More Information Learning Objects will give students additional practice with doing research on the Internet.

**Technology Integration****Purposeful/Transparent**

The activity addresses an interest of the student. Questions posed by the student relate the learning to their personal lives. The skills used during the activity can be transferred across the three roles to help students achieve specific goals in those areas.

**Contextual**

A subject area, chosen by the student, puts their learning in the context of their own interest. Researching a topic of choice brings their life concerns to the classroom. The student then creates their own context for learning.

**Building Expertise**

The brainstorming session allows students to start thinking about what they already know about a specific topic. Building on this knowledge by looking up information on the topic adds to their knowledge base. Having them chose if they are for or against the issue encourages them to make decisions based on previous and newly learned information.

## Note-Taking Chart

Under **Sources** keep track of where you found the information (title, author, date, publisher, page).

Under **Questions** keep notes about what that source says about each question. Write out the research question by each number.

Sources	Questions			
	Q1:	Q2:	Q3:	Q4:

**Note:** If using this as a Word document, the cells will grow as you write.

Name \_\_\_\_\_ Date \_\_\_\_\_

**I Need More Information!**

1) What is the issue you have chosen to learn more about?

\_\_\_\_\_

2) What question or questions would you like to have answered about this issue?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**- - - Complete this section after you have done your research - - -**

3) List 3 to 4 points you learned about the issue.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

4) What sources did you use to gather this information?

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5) Did you find the answers to the questions you had about this issue?

\_\_\_\_\_ Yes    \_\_\_\_\_ No

6) Are you for or against the issue you have researched? \_\_\_\_\_ For    \_\_\_\_\_ Against  
Why? Give 2 strong arguments.

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7) If you were preparing to discuss this issue, what are 2 strong arguments someone on the opposing side of this issue might have?

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Topic \_\_\_\_\_  
 Question \_\_\_\_\_

Category	4	3	2	1
<b>Notes</b>	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.
<b>Sources</b>	All sources are accurately documented in the desired format. At least 4 sources were documented.	All sources are accurately documented. At least 3 sources were documented	All sources are accurately documented. At least 2 sources were documented.	Source is accurately documented. At least 1 source is documented.
<b>Graphic Organizer</b>	Graphic organizer has been completed and shows clear, logical relationships between all topics and subtopics.	Graphic organizer has been completed and shows clear, logical relationships between most topics and subtopics.	Graphic organizer has been started and includes some topics and subtopics.	Graphic organizer has not been attempted.
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic . No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Amount of Information</b>	Topic was addressed and 3 to 4 points learned about the issue are filled in.	Topic was addressed and 2 to 3 points learned about the issue are filled in.	Topics was addressed and 1 to 2 points learned about the issue are filled in.	Topic area was not addressed.
<b>Analyze Information</b>	Has constructed 2 well organized strong arguments related to the topic.	Has constructed 2 arguments related to the topic.	Has constructed 1 argument related to the topic.	No arguments.
<b>Independence</b>	Minimal assistance was necessary for the student to complete the assignment.	Occasional assistance was necessary for the student to complete the assignment.	Consistent assistance was necessary for the student to complete the assignment.	Student was unable to work alone on this assignment.



<http://www.wisconline.org>

**Searching the Internet**

**Author:** Leanne Healy

**School:** Western Wisconsin Technical College **Date:** 7/14/2004

**Description:** In this interactive object, learners answer questions about doing research on the Internet.

[http://www.wisc-online.com/objects/index\\_tj.asp?objID=IAT204](http://www.wisc-online.com/objects/index_tj.asp?objID=IAT204)

**I Need More Information Learning Objects**