

TEACHING NOTES FOR

Lesson 35: Extension task research

created by Louisiana Department of Education

Description

Students begin researching how our understanding of intelligence has changed over time.

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Begin lesson

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Let's Review!

Suggested Pacing: ~1 minute

Directions:

- Briefly review previous learning.

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Let's Prepare!

Suggested Pacing: ~1 minute

Directions:

- Read the slide.

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Let's Prepare!

Suggested Pacing: ~ 3 minutes

Directions:

- Ask students to locate their extension task directions and their reading log.

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Let's Read!

Suggested Pacing: ~ 15 minutes

Directions:

- Ask students to read the extension task directions.
- Direct them share with a partner their answers to the first two questions on the slide.
- Then call on individual students to share their response to the first two questions with the whole class.

- Record the topics and questions on a white board and encourage students to record them on their extension task directions.
- See additional notes below for adapting this process to include collaborating with technology.
- Explain the next steps for the research process (question #3 on the slide) and clarify specific expectations based on your individual situation.
 - With what sources should students begin their research? Possible options: Use only the sources on the extension task directions, include additional print resources (work with a school librarian to locate useful sources), or allow students to conduct their own searches to locate credible sources.
 - Where and how will students gain access to online sources? Possible options: Students may go to the school library to conduct research, or the classroom might have access to a laptop cart.
 - Where and how should students keep their research notes? Possible options: Students may take notes in their reading log. Students may number the sources listed on the extension task directions and then place that number beside the notes which came from that source.
 - How long will students have to research? What is the research timeline (i.e., how many sources should they research in a day)? Possible options: This depends on your individual situation. Make sure to set the expectations for time with students in advance of conducting research.
- As needed, model for students how they should take their notes and capture bibliographic information for later when they need to include a works cited page.

Student Look-Fors:

- Should understand the following before engaging in research:
 - Research topics: Details about theories of intelligence and their development over time
 - Possible research questions: What are some theories of intelligence? Why are there so many theories of intelligence? What is similar and different about the theories of intelligence? Are any of the theories of intelligence connected to each other? How did some theories of intelligence come to be? How has our understanding of intelligence changed over time?

Additional Notes:

- Students are expected to come up with their own research questions, so engaging in conversation and sharing models will support them in meeting this expectation.
- If 1-to-1 technology or a laptop cart is available, students can use a platform like Google docs to collaborate with others to answer the questions. Create a blank Google doc. Share the document with students to edit. When students share the research topics, type them at the top of the Google doc. Students, if they have access to the document, will see the updates. Then type "Possible Research Questions." Give students 5 minutes to have a "silent conversation" in which they record possible research questions on the Google doc, being sure not to repeat what a peer types. They can also add to or revise the questions being recorded and add comments like, "Good question" or "I had the same question" on the document. This document can then be printed out or accessed during research, to help students focus their research.

Let's Read!

Suggested Pacing: ~ 20 minutes

Directions:

- Engage students in research using the process most effective for your individual situation.

Student Look-Fors:

- Monitor students as they are researching. Ensure they are:
 - Conducting research using the research questions they developed.
 - Using the provided sources (if that is the expectation) or using searches effectively and credible sources (if students are locating their own sources).
 - Recording their notes and the necessary bibliographic information in the established format.

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Let's Express Our Understanding!

Suggested Pacing: ~ 8 minutes

Directions:

- Ask students to follow the directions on the slide.
- As needed, use this time to model for students how to create parenthetical citations.
 - Project or distribute the avoiding plagiarism handout, which can be accessed under the Additional Materials tab.
 - Direct students' attention to the examples on the first page.
 - Write the following sentences and model, thinking aloud, how to create a parenthetical citation: "I wrote these sentences. The last sentence includes a quotation from a website *Human Intelligence*. I need to cite where I got this information. According to the guide, I need to get the article or website title and author. (If possible, pull up the website to show students where to look for each part of the citation, such as the page title, website title, author, etc.) The author of this online article is Jonathan Plucker. There isn't a page number. So, to create a parenthetical citation, I'm going to put (Plucker) after the closed quotation mark and move the period after the parenthetical citation.
 - There are many theories of intelligence. One theory is the theory of multiple intelligences created by Howard Gardner. Multiple intelligences "illuminates the fact that humans exist in a multitude of contexts and that these contexts both call for and nourish different arrays and assemblies of intelligence" (Plucker).

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Let's Close!

Suggested Pacing: ~1 minute

Directions:

- Read the slide.