

## Differentiated Lesson Plan: Research Skills and *Night*

### Learning Goals/ Standards to be addressed:

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Students will understand

- When using the Internet for research, one should find multiple sources to verify information.
- When presenting research, one should include multiple sources to add credibility.

### Students will know

- Key term- credibility

### Students will be able to

- Compare sources in order to verify the credibility of information found in Internet research
- Utilize information from more than one source in answering one research question
- Synthesize research on subject from multiple sources into one presentation

<b>Differentiation strategy</b>	<b>Grouping Strategies</b>
<p><b>Content:</b> Content is differentiated for readiness and interest. Students are given a list of research topics based on readiness and the reading level of materials associated with the topic. Students are allowed to choose from that list of topic based on interest.</p> <p><b>Process:</b> Process is differentiated for readiness. Students are given different graphic organizers and questions to guide note-taking depending upon tier. The Basic group is given a chart with research questions, a section for conclusions, and sections for each source. The Grade-Level group is given a chart with sections for each source, a section for conclusions, and a list of questions to choose from to guide their research. The Advanced group is given a chart with sections for each source but no conclusions section and is not given questions to guide their research.</p> <p><b>Product:</b> Product is differentiated for readiness, learning profile, and interest. Students are allowed to choose the method in which they present their researched information to the class based on these three factors. Some suggested methods are a poster, a PowerPoint, a Prezi, a timeline, a concept map.</p>	<p><b>Strategy:</b> The students will be partnered according to their readiness level, considering both the areas of reading non-fiction texts and research skills.</p> <p><b>Reasoning:</b> This is a Tiered Activity in which students will be researching a non-fiction topic on the Internet with little teacher guidance. Therefore, the three levels of the activity are based upon readiness level. The Green Activity is Basic. The Blue Activity is Grade Level. The Yellow Activity is Advanced. The students are not told what the color means.</p>

**Environment:** Students will be provided with technology in order to individualize their research and their products.

**How will the needs of students with disabilities and those who need enrichment be addressed?**

- All IEP needs will be met.
- **Disabilities:** In addition to the different topics for research, the research question guidance, the more detailed graphic organizer for note-taking, and the choice of product, students may receive the following accommodations: students may be given extra time to complete the assignment, students may be given a list of links to consult during research, students may be provided with guided notes (with questions) to compliment links provided, and students may be provided with written directions or a checklist to help guide product completion.
- **Enrichment:** In addition to the different topics for research, the basic organizer for note-taking, and the choice of product, students may receive the following accommodations: students may be asked to consult other genres of sources to incorporate in addition to Internet sources (such as videos, journal articles, etc.), students may be asked to research an additional topic that is connected with their original search, and students may be asked to integrate advanced features of technology into their product.

**Specific Engaging Learning Activities (technology, assessments)**

In this tiered activity, students will be asked to choose one topic related to the Holocaust, World War II, or Judaism to research with a partner and present to the class. This activity is done in preparation for reading the novel Night by Elie Wiesel in order to both activate prior knowledge and to fill in any missing background knowledge and clear up any misunderstandings.

For this activity, students will be required to synthesize multiple resources from the Internet in answering three or more research questions about the topic. Students will then present the information to the class using a product of their choice that must include at least two visual aids and the use of technology.

The activity is tiered by readiness. Topics, guidance on research questions, and graphic organizers for note-taking have all been modified according to tier. (Green: Basic, Blue: Grade-Level, and Yellow: Advanced).

Students will have two days (two 85 minute blocks) to complete their research and to make their product. They will have one day to present. Students will be assessed on both their completion of their notes with the teacher giving daily feedback (formative) and their product (summative).

Please see included handouts for each tier for further information.

**Describe how this lesson has changed from when you taught it before.**

Changes:

1. When I previously taught this lesson, I gave the entire class one list of topics to choose from. This often led to some students choosing topics that were very difficult for them to where they could not understand the vocabulary used in the resources they located on the Internet. This also led to some of my upper-level students choosing topics that they had already researched or read about in other classes or on their own. Then, they wouldn't do any real research or inquiry during this project but

would just list facts they already knew. The changes made in this lesson will ensure that while students still have some choice in their topic, they are going to be working on topics that are appropriately challenging for their level of readiness. This will lead to higher engagement and true use of the skills being taught by the upper-level learner and better understanding of the skills for the students who are not quite ready for the difficult topics.

2. When I previously taught this lesson, I did not give students an outline for their notes and gave them all the same guiding questions. For my struggling learners, this caused problems because they had trouble focusing their product and this led to them not synthesizing sources. They would answer all seven questions and use a different source for each question; therefore, they would meet the requirement for number of sources, but would not go into depth about any information and would not have any certainty about credibility. For my grade-level learners, they synthesized okay but struggled with organization and still did not cover topics in as much depth. For my upper-level learners, they organized well and covered questions in depth, but the question list kind of boxed them in. They would find a lot of information, but wouldn't feel as free to include anything that was not mentioned on the question list. They wouldn't explore the areas of the topic that they found most interesting. These changes should lead to the students better reaching the learning goal of the activity. It should lead to better coherence in the products for the struggling and grade-level learner products. It should also lead to more engagement from the upper-level learners because they will have more choice.

Green Activity (Basic)

***Night*: Pre-Reading Mini-Project**

The novel *Night* by Elie Wiesel contains many concepts that may be unfamiliar. In order to prepare for reading *Night*, each partnership will complete a mini-project explaining one topic discussed within the novel to the class, becoming the class expert on that topic. This project may be a PowerPoint, a Prezi, a concept map, a timeline, a toondoo, an animation, etc. as long as it includes all required elements and utilizes technology.

**Mini-Project Must Include:**

At least two pictures or visual aids to illustrate the material

A typed Works Cited with at least four Internet sources, including the sources where pictures were found

2+ minute presentation of material to the class

**Grading:**

2 pictures or visual aids that clearly relate to the topic	5 points
Clearly and accurately explain the topic in your own words	20 points
Works Cited correctly formatted with at least four acceptable Internet sources	10 points
2-3 minute presentation	5 points
Project is neatly completed and organized	<u>5 points</u>
	45 points

**Topics:**

Dr. Mengele

Elie Wiesel

Gas chambers

Disease in concentration camps

Selection (as it relates to the Holocaust)

Death marches

Adolf Hitler

### Research Notes

Research Question 1: What is this issue/topic? Who is this person? (Define the term or explain in basic terms who the person is.)

Works Cited Information

Notes from Source

Source 1	
Source 2	
Source 3	
Conclusion	

Research Question 2: Why was this issue/topic/person important or significant for this era (the 1940s)?

Works Cited Information	Notes from Source
Source 1	
Source 2	
Source 3	
Conclusion	

Research Question3: How did this issue/person impact the world/our country?

Works Cited Information	Notes from Source
Source 1	
Source 2	
Source 3	
Conclusion	

## Blue Activity (Grade Level)

### ***Night*: Pre-Reading Mini-Project**

The novel *Night* by Elie Wiesel contains many concepts that may be unfamiliar. In order to prepare for reading *Night*, each student will complete a mini-project explaining one topic discussed within the novel to the class, becoming the class expert on that topic. This project may be a PowerPoint, a Prezi, a concept map, a timeline, a toondoo, an animation, etc. as long as it includes all required elements and utilizes technology.

#### **Mini-Project Must Include:**

At least two pictures or visual aids to illustrate the material

A typed Works Cited with at least four Internet sources, including the sources where pictures were found

2+ minute presentation of material to the class

#### **Grading:**

2 pictures or visual aids that clearly relate to the topic	5 points
Clearly and accurately explain the topic in your own words	20 points
Works Cited correctly formatted with at least four acceptable Internet sources	10 points
2-3 minute presentation	5 points
Project is neatly completed and organized	<u>5 points</u>
	45 points total

#### **Topics:**

Passover

Rosh Hashanah

Yom Kippur

Shavuot

Kaddish

Sabbath Day

The Ghettos (as they relate to the Holocaust)

Final Solution

### **Points to Ponder**

(Consider the following questions in your research. You do not need to answer all of the questions.

These are just a place to start.)

1. What is this issue/ topic? (Define the term or explain the issue.)
2. Why is this issue/ topic important or significant for this era (the 1940s)?
3. Who are important people connected with this topic?
4. How did this issue impact the world/our country?
5. How did this issue come about? What was the cause?
6. What connections can be made to life in 2013?
7. How did this issue end or is it still an issue today?

## Research Notes

Research Question One:

Works Cited Information

Notes from Source

Source 1	
Source 2	
Source 3	
Conclusion	

Research Question Two:

Works Cited Information	Notes from Source
Source 1	
Source 2	
Source 3	
Conclusion	

Research Question 3:

Works Cited Information	Notes from Source
Source 1	
Source 2	
Source 3	
Conclusion	

Yellow Activity (Advanced Level)

**Night: Pre-Reading Mini-Project**

The novel *Night* by Elie Wiesel contains many concepts that may be unfamiliar. In order to prepare for reading *Night*, each student will complete a mini-project explaining one topic discussed within the novel to the class, becoming the class expert on that topic. This project may be a PowerPoint, a Prezi, a concept map, a timeline, a toondoo, an animation, etc. as long as it includes all required elements and utilizes technology.

**Mini-Project Must Include:**

At least two pictures or visual aids to illustrate the material

A typed Works Cited with at least four Internet sources, including the sources where pictures were found

2+ minute presentation of material to the class

**Grading:**

2 pictures or visual aids that clearly relate to the topic	5 points
Clearly and accurately explain the topic in your own words	20 points
Works Cited correctly formatted with at least four acceptable Internet sources	10 points
2-3 minute presentation	5 points
Project is neatly completed and organized	<u>5 points</u>
	45 points

**Topics:**

Causes of World War II

Russia's involvement in World War II (Red Army)

Hasidism

Kabbalism

Judenrat

Zionism

Nazi Propaganda

## Research Notes

Research Question One:

Works Cited Information	Notes from Source
Source 1	
Source 2	
Source 3	

Research Question Two:

Works Cited Information	Notes from Source
Source 1	
Source 2	
Source 3	

Research Question Three:

Works Cited Information	Notes from Source
Source 1	
Source 2	
Source 3	