

Lesson Plan Background	
<b>Teacher:</b>	<b>Date:</b>
<b>Course:</b> AP Research	<b>Unit Title:</b> Drafting the Academic Paper
Objective	
<p><b>Skills/Content:</b> <i>By the end of today's lesson, what will students know and be able to do?</i></p> <p><b>SWBAT :</b></p> <p>Revise Method for rationale and alignment to new understanding</p>	<p><b>Assessment:</b> <i>How will students demonstrate mastery of the objective?</i></p> <p>By...</p> <ul style="list-style-type: none"> <li>• Sample Method</li> <li>• Align Method and New Understanding</li> </ul>
	<p><b>Criteria for Success:</b> <i>What are the features of an ideal product?</i></p> <ul style="list-style-type: none"> <li>• Highlight New Understanding in paper</li> </ul>
Pre-Work	Pre-Work
	<p><i>What set up or materials are needed for this lesson?</i></p> <ul style="list-style-type: none"> <li>• Copies of the Student Handout</li> <li>• Computers (1 per student)</li> </ul>
Extended Do Now/Do Now Review/Oral Drill (20 Minutes)	Start to Class
	<p><b>Do Now (10 Minutes)</b></p> <p><b>Directions:</b> <i>Read the sample Method section and complete the chart outlining strengths/areas of growth, and an action step for your own paper based on the reading.</i></p> <p><b>Method</b></p> <p><i>The method chosen is a survey for this study because then one will be able to gather information and trends from a larger amount of people. Using a survey to reach more people than only interviews would because that would require more attention on individuals. Most surveys range from asking a few targeted questions of individuals online to obtain information related to behaviors and preferences, to a more rigorous study using multiple valid and reliable instruments (Ponto, J, 2015).</i></p> <p><i>First, this process of survey needed a strategic way of forming questions that will, in fact, imply and convey a form of antisocial behavior in Brooklyn high school students. Also, disprove or support the idea of heavy cell phone use and social media rust parents relationships with their child. Lastly, form questions that elaborate on the idea of mental health being affected by the over saturation of social media and cell phone use. While wording these questions i made sure the wording would be easy for respondents to understand, using short, simple words that are familiar to people</i></p>

*(Survey Research, Stanford University).*

*Due to this research paper addressing the teenage cell phone obsession connection to mental illness, parental support, and social disconnection and antisocial behavior, the questionnaire asked about the feeling of anxiety when encountering face-to-face communication. Also, asks if there's a parent or guardian who controls cell phone use or is strict on the student's communication technologies. Lastly, the survey also asks about the likely hood of the respondent talking and actually meeting with friends from Facebook, Twitter, and Snapchat.*

*To finish, I would make sure I had participants of my survey from all 4 grades either with physical copy or through my google form. Ultimately, surveying students in my school was is less time consumable and one will be able to have at least 20 to 25 respondents to the Google form.*

<i>Glows</i>	<i>Grows</i>
<i>-rationale for method -cites outside resource in connection to choice of method -provides "why" behind choices</i>	<i>-writer's voice -inconsistent tense</i>

*Action Step: answers vary based on Method section, monitor to ensure students are aligning to their own paper*

**Do Now Review (5 Minutes)**

- Students T+T to share responses, volunteers to share out
- Shout-outs

**Oral Defense Oral Drill (5 Minutes)**

- Students stand
- Teacher asks randomly assigned OD question following prescribed schedule (see chart in later portion of plan based on lesson)
- Students answer question in its entirety without using notes
- Students lose one point from score if talking out of turn

**\*\*Oral Defense questions can be found in the College Board Course & Exam Description (pages 52-53).**

**Aligning Method and New**

**Aligning Method and New Understanding (10 Minutes)**

*"One of the key parts to the rubric (and the section that is worth the most points on IA 3) is the justification of a new understanding through a logically organized LOR and sufficient evidence. Today we are going to look at our Method, Results, Analysis and Conclusion*

**Understanding (10 Minutes)**

*sections (the latter half of our paper) in order to ensure that there is alignment between our method and overall argument. As we saw in the sample paper earlier, it is important to articulate the why behind the choices that you make starting in the method. This will lead to success on the rest of the academic paper."*

- Everybody Writes:** students respond to two questions to start thinking
1. **Why is the method you chose in your paper best aligned to your question?** *Answers vary, monitor for alignment portion*
  2. **What is the new understanding that you illustrate in your paper?** *Answers vary, monitor for alignment to RQ*
- **T+T to share responses with partner**
  - **Warm Call students to share responses**

**Rubric Review:**

- Students take 3 min to read and review rubric
- Circle the section where their paper currently falls
- Key Takeaway: Academic papers need to create strong line of reasoning throughout Methods, Results, and new understanding in order to

Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry  <b>15 points</b>	Conveys a new understanding or conclusion, with an underdeveloped line of reasoning OR insufficient evidence  <b>20 points</b>	Supports a new understanding or conclusion through a logically organized line of reasoning AND sufficient evidence. The limitations and/or implications, if present, of the new understanding or conclusion are oversimplified  <b>25 points</b>	Justifies a new understanding or conclusion through a logical progression of inquiry choices, sufficient evidence, explanation of the limitations of the conclusion, and an explanation of the implications to the community of practice  <b>30 points</b>
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**Structured Revisions (25 Minutes)**

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*"The rest of class will be spent checking in with me and reviewing the second half of your paper (Methods, Results, Analysis, Conclusion) for alignment. As an Exit Ticket for class, please highlight the new understanding that you articulate in your paper. This will help for our check-in's this week, and will serve as a CW grade. Additionally, please add in a comment indicating your chosen method, defense of method, and steps to complete your method. I will check these at the end of class today."*

- Students monitor paper for alignment between sections
- Students highlight new understanding in paper
- Add in comment bubbles indicating key components of method: chosen method, rationale for method, steps to complete method
- Teacher circulates to start, continues with check-ins

	<p style="text-align: center;"><b>Work-In-Progress Meeting (5-10 minutes per student)</b></p> <p>1). Tell me about the state of your academic paper. What sections have you revised? What sections are in the most need of revision? What will you prioritize this week? What will you prioritize next week?</p> <p>2). What is the scholarly gap you are filling? (Show me where this is explained in your paper).</p> <p>3). Read through your method, specifically the step-by-step approach you took to execute this research? Could someone who is reading this for the first time execute your process exactly? Do any parts need to become more specific? Explain why.</p> <p>4). What justification would you give to someone who disapproves of your method? What scholarly studies/sources are you citing to support your methodological approach?</p> <p>5). What are the limitations of your research method and study? Where do you acknowledge these in your paper?</p> <p>6). What are you feeling most confident about in your paper? What would you like group tutorial/reteach on?</p>
<b>Homework</b>	<p style="text-align: center;"><b>Homework</b></p> <p>Revisions based on peer review</p> <p><b>**Students should highlight revisions in yellow in Google Document.</b></p>
<b>Reference</b>	<p>Teachers are encouraged to read Teach Like a Champion: 49 Techniques that Put Students on the Path to College by Doug Lemov, an Uncommon Schools publication, to better understand the methods of teaching employed in this lesson.</p>