

Inquiry Bursts: Research in the 21st Century

Skill	Example	Example	Example	New Ideas
Creating Good Questions	Using the website Wonderopolis , students can analyze daily questions for their research potential. Several wonders could be analyzed at once or this could be used as a regular feature in the classroom. Archive of past Wonders could be used to help students select research topics along a similar theme.	Using the idea of a traditional gallery walk , students present an image that summarizes the general concept of their research question. Teacher places these images throughout the classroom, and students are able to respond to the image/topic by adding additional words and thoughts.	Throughout an in-class unit (such as a novel study), students write questions they encounter while reading to place anonymously on Kagan Parking Lot using a tool such as Padlet . At the end of each week, teacher leads brief discussion identifying the usable research questions and revising the limited questions into deeper questions. Teacher helps students identify “important” words that could be used for search terms.	
Citing Sources	Pairs of students compete to correctly complete a common citation. Using Google Docs projected on a screen allows everyone to see the citations as they are built. Citation Races can easily be modified with manipulatives, written out with traditional pen and paper, or adapted for a smart board.	Using the website A Google A Day , students can practice answering increasingly complex research questions . Once they’ve answered a research question, they can also practice citing the source of their information.	Using My Ideal Bookshelf as a guide, students compile a stack of the books, music, art, or other media that represent them (or a famous figure or a period in time). After they’ve made their collection, students submit a works cited page based on their bookshelf. A personal ideal bookshelf could be used to get to know your students while also introducing multiple citation formats.	
Evaluating Sources	Students will curate an image collection using a tool such as Pinterest , selecting at least 10 images from high quality sources on a relevant topic, writing a short annotated rationale for each image and associated link.	During a poetry unit, students select three different poetry-related sources (for example, a poem, a biography article about the poet, a literary criticism of the poem) and create an annotated bibliography . Students cite each source and write a two to three sentence rationale. Annotated bibliographies can be used across curriculum areas.	Students work in pairs/small groups as they rotate through centers to evaluate a variety of sources. Each center contains two resources (magazine articles, websites, books, etc.) and students determine which source would be the best source for a research project. Easily adapted for multiple content areas and differentiated to meet student needs.	
Synthesizing Information	Students are given a general topic and asked to narrow it down. (Ex: given a topic of climate , they could narrow it down to a specific country’s climate.) Students search in 3 different sources for info and select and copy one quotation from each source. Students then paraphrase the quotes and use the three paraphrased passages to write a paragraph synthesizing they learned.	Students will use a variety of theories, or lenses , to analyze <i>To Kill A Mockingbird</i> . By discussing the same story through a variety of historical viewpoints, political ideologies, and global views, students will be able to provide numerous interpretations of a well-known text. This activity can be used across other curriculum areas by applying lenses to scientific discoveries or historical events.	Working with various resources such as Piktochart , students collect data and facts on a specific topic (ex: lightning). Students will organize and synthesize that information to create attractive and interesting infographic displays.	



Notes

For more information, please visit our web site:
www.inquirybursts.com

