

Mark Twain Boyhood Home & Museum

Mark Twain—Research Workshop

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Mark Twain Teachers' Workshop--July 15, 2018

Hannibal, Missouri

“Using Mark Twain to Practice Research”

Mark Twain—Research Workshop	
Concept or Topic: Using the works of Mark Twain to refine online research strategies	Suggested Grade Level(s)/Course: 5th grade
Subject: Library	Suggested Time Frame: Four thirty-minute library visits
Objective(s): <ul style="list-style-type: none">● Fifth grade students will approach an academic task as a researcher by documenting reliable sources with 85% accuracy.● Fifth grade students will compare and contrast aspects of Mark Twain's life with their own by documenting at least four points with 85% accuracy.● Fifth grade students will formulate meaningful research questions and use reliable sources to answer their question (using three sources) with 85% accuracy.	
Common Core State Standards: CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	

Assessments:

- Formative—Compare and contrast response to *Mark Twain for Kids: His Life & Times* by completing a compare and contrast graphic organizer
- Formative--Research collection sheet used to determine the reliability of online sources
- Summative--Three paragraph piece over Twain including research with cited sources based on an essential question chosen by the student

Vocabulary (Tiers 2 & 3):

- Essential Question
- Keyword
- Relevancy
- Bias
- Currency
- Authority
- Appropriateness
- Detail
- Brainstorm
- Reliability

Subject Area Integration:

English Language Arts--research, reliable sources, relevance, bias, etc.
Social Studies--Mark Twain, the Gilded Age, reliable sources, etc.

Background Information Required for Unit/Lesson:

- On the first day of this mini-unit (thirty minutes) we will begin by pre-reading passages in *Mark Twain for Kids: His Life & Times*. Students will have learned about Mark Twain and visited Mark Twain Cave in fourth grade, so this will be used to refresh their memories.
- Students must recall what they learned in fourth grade about Missouri, the Mississippi River, and the importance of Mark Twain throughout Missouri history.

Materials:

- Hard copy of *Mark Twain for Kids: His Life & Times*
- Compare and contrast graphic organizer
- "Wading through the Internet" Google Slides presentation
- Source reliability graphic organizer
- Copy paper

Technology:

- Laptop for each student
- Printer

Related Twain Quotes/Passages:

- Many passages on varying topics will be read aloud from *Mark Twain for Kids:*

Lesson Sequence:

Day 1: (30 minutes)

Hook/Intro:

- Students will be asked to recall what they remember about Mark Twain from their famous Missourian unit from last school year. Most will probably say he was an author, discuss visiting the cave, and mention he was from Missouri.

Teaching of the Concept(s):

1. Refresh students' memories on who Mark Twain was and his importance to not only our area, but literature in general.
2. Introduce students to some key topics that will tie into their later research over Mark Twain: life on the Mississippi River, Hannibal, Twain's works, Twain's characters, printing/newspapers, steamboats, Twain's time in the West, slavery, etc.
3. Plant the idea of what it means to form an essential question by questioning to text.
4. Model successful oral reading for students.
5. Pay particular attention to images and captions throughout the text.

Suggested Questions:

1. Who was Mark Twain?
2. What was his importance to Missouri and our community?
3. What questions do you have about Mark Twain, his life, and his experiences?

Learning Activity:

As a group, we will read passages from *Mark Twain for Kids: His Life & Times*. Using what we have learned from our short reading and prior knowledge, students will fill out a compare and contrast graphic organizer that ends with essential questions that will be used for research during our next meeting.

Review/Closure:

Students will share the essential question that they will be exploring next meeting. Together we will decide if the question will produce a wide variety of results, making sure the question isn't too specific or too broad for fifth grade research.

Day 2: (30 minutes)

Hook/Intro:

We will begin class by once again announcing our essential question (once we are seated at the laptops). Students should be thinking about why this question appeals to them.

Teaching of the Concept(s):

1. Refresh our memories about essential questions.
2. Complete a research introduction using a quick PowerPoint, hitting on key research topics.
3. Topics focused on throughout the class include keywords, relevance, bias, currency, reliability, etc.
4. Students will watch the teacher complete research on the Smartboard.
5. Students will begin practicing research on their own laptop by filling out a reliable sources graphic organizer.

Suggested Questions:

1. How do I know my source is reliable?
2. Is my source biased?
3. Does my source help to answer my essential question?
4. How do I know if my source is current?

Learning Activity:

Students will fill out a reliable sources graphic organizer over at least three sources. This part of the unit will take two class meetings.

Review/Closure:

Students will hand in their graphic organizers to be continued next week. We will end class by using a quick review exit slip over the different terms we have learned throughout the day.

Day 3: (30 minutes)**Hook/Intro:**

We will begin class by reviewing the key research terms we learned about last week (once we are seated at the laptops). We will complete this part of the lesson by playing Kahoot! on the laptops.

Teaching of the Concept(s):

1. Continue filling out reliable sources graphic organizers.
2. Work with students individually to make sure they are grasping the content and filling out their reliable sources graphic organizer correctly.

Suggested Questions:

1. How do I know my source is reliable?
2. Is my source biased?
3. Does my source help to answer my essential question?
4. How do I know if my source is current?

Learning Activity:

Students will complete filling out their reliable sources graphic organizer over at least three sources. They will use this source chart next week to complete their writing assignment over their Mark Twain essential question.

Review/Closure:

Students will hand in their graphic organizers to be used for the writing project next week. We will close class by going over the plans for our next meeting.

Day 4: (30 minutes)**Hook/Intro:**

We will begin class by reviewing our graphic organizer from last week and reviewing how we will use our sources in today's writing assignment.

Teaching of the Concept(s):

1. Students will use the sources they have found over the past two class periods to write a three-paragraph piece over their essential question.
2. Using their sources, students make sure the information they present is reliable and flows properly in their writing.
3. Students will use proper grammar, spelling, and sentence structure to craft their written piece.

Suggested Questions:

1. How can I use my research in my writing?
2. How do I use sources in my writing?
3. Did I answer my essential question?

Learning Activity:

Students will type their three-paragraph answer to their essential question, handing in both their writing and reliable source graphic organizer at the end of class.

Review/Closure:

Students will share their writing aloud with their classmates, making sure to discuss their essential question and explain if they found their answer and how their sources tied into their writing.

Homework (for the unit):

No homework will be assigned during this unit. Students can research on their own if they would like, but it is not a requirement. If researching on their own, they must continue filling out their reliable sources graphic organizer.

Strategies for Exceptional Students (for the unit):

I have a class with exceptional students. When we are together at that time, we will put Twain into perspective by reading "The £1,000,000 Banknote" together and completing

activities during that time.

Suggested Follow-Up Activities (for the unit):

This unit will be used to set the scene for future work with research, writing, and reliable sources. Students will be working on refining research skills throughout the rest of their fifth grade year and beyond.

Compare and Contrast handout:

Students should make at least five points in each category:

<https://docs.google.com/drawings/d/1UAtnkFNv-L8sG8FuUZZpGMuhpuc3B1Hd3xWeAktbf7g/edit?usp=sharing>

Reliable Sources Graphic Organizer:

Evaluation of Research Sources

When you find sources for your research, you need to evaluate each of them for:

Relevance: Does the information answer your question and cover the topic thoroughly enough to meet your research needs?

Authority: Is this a trusted source? What are the qualifications of the author?

Bias: Does the source present the information in an objective, unbiased way? Is the information trying too hard to influence your thinking?

Accuracy: How does this information compare to other sources you have found? Has the source made it clear how thoroughly the information was checked against other sources to be true and accurate?

Currency: Is the information up-to-date? When was it published or last updated?

Source #1:

Information I found from this source:

	Shouldn't use	Not Sure	Looks good
Relevance			
Authority			
Bias			
Accuracy			
Currency			

Overall evaluation of the source (Should you use the source? Why or why not?)

Source #2:

Information I found from this source:

	Shouldn't use	Not Sure	Looks good
relevance			

authority			
bias			
accuracy			
currency			

Overall evaluation of the source (Should you use the source? Why or why not?)

Source #3:

Information I found from this source:

	Shouldn't use	Not Sure	Looks good
relevance			
authority			

bias			
accuracy			
currency			

Overall evaluation of the source (Should you use the source? Why or why not?)