

# Not Your Father's Research Report

**Developed by:** Blynn Froke, Target's® 2012 Teacher on the Iditarod Trail™

**Discipline / Subject:** English,

**Topic:** Researching and writing

**Grade Level:** 9<sup>th</sup> and 10<sup>th</sup> grades, may also be adapted to junior high

**Resources / References / Materials Teacher Needs:** Access to the internet, phone and as many non-fiction books about the Iditarod and related topics as possible.

**Lesson Summary:** This is a final activity for a nonfiction unit thematically centered on the Iditarod and Alaskan geography and lifestyle. Students write a research paper of their own from a student generated possible topics list.

**Standard's Addressed: (Local, State, or National) Alaska State Standards**

1. Writing Standards: (9) 3.6, 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8 Research technique, organization of writing, logical sequence, editing, MLA formatting
2. Reading Standards (9) 4.2, 4.3, 4.4, 4.9 distinguish fact from opinion, determine cause and effect, read for information

**Learning Objectives:**

1. Students will use multiple methods to research a topic.
2. Students will use MLA form in constructing a research paper.
3. Students will learn to judge information sources for validity and back up sources.

**Method of assessment for learning**

A Project Rubric will be used addressing grammar, form, bibliography form, writing fluency, organization, logic and clarity.

**Procedural Activities**

After reading an assortment of non-fiction books based on the Iditarod and related themes students will brainstorm possible topics to research. Using a variety of sources and methods each student will collect and verify information and construct a research paper according to MLA standards.

Phase 1 – note cards with biblio information and a fact per card are checked. A minimum of four sources must be used.

Phase 2 – write an introduction asking the questions they had and have found answers for.

Phase 3 – write the body of the paper.

Phase 4 – learn how to incorporate appropriate graphics, insert them into the text and give appropriate credit.

Phase 5 – write a bibliography

Each phase is proofed before moving on the next.

**Materials Students Need:** Internet access, library access, word processing access and copies of MLA format and the rubric on which they will be evaluated.

**Technology Utilized to Enhance Learning:** See Above

**Other Information:** Old fashioned methods like looking in books and making phone calls is encouraged.

**Modifications for Special Learners/ Enrichment Opportunities:**

Special learners are afforded assistance in interpreting information, and length of project is adjusted to ability. Students are encouraged to make power point presentations for the class for extra credit and several learning units were created for younger students.

